Shine On! Tests Introduction

The *Shine On!* tests track students' achievement throughout the school year, testing their knowledge of the core syllabus through a variety of activities including listening and speaking. The tests follow the *Shine On!* controlled reading and writing progression, ensuring students are always being assessed within their expected capacity and that the level of challenge progresses appropriately through the year.

Contents of the Tests

Shine On! offers the following tests:

- Unit tests 1–8: There are eight unit tests which cover the core vocabulary and grammar from each unit through graded exercises.
- Speaking tests: Every two units there is a one-to-one speaking test which assesses students' ability to produce the core vocabulary and/or grammar from the preceding two units.
- End-of-year tests: Comprehensive tests which cover the full year's syllabus. These are longer tests and reflect the knowledge and skills that the students have acquired through the year.

Each test offers a maximum of 10 points. The end-of-year tests are marked out of 20 points.

Differentiated for Mixed Ability

The *Shine On!* tests are differentiated for mixed ability classes, offering *On-level* (Yellow) and *Below-level* (Blue) versions of each test.

Differentiated tests ensure that all students are assessed in a way that should motivate and bring a sense of achievement. The tests focus on accuracy and an introduction to formal assessment, but students should be encouraged to see testing as a positive element of learning, helping them to identify both strengths and areas of their progress that may need a bit more effort. The *Below-level* (Blue) tests allow students who are nearly at the required level, but need extra support, to take a test alongside their peers and to map their personal progress. Differentiating in this way allows all students to focus on their own learning, making testing a positive, motivational tool.

It is up to you to decide which students take which level of tests. Please see the section on scoring below for further guidance about attainment levels. You can also make a judgment about when a transition may be desirable from one level to the other, based on performance but also on the confidence and engagement of individual students.

The listening tests can be administered simultaneously, as both versions of the test use the same recording, but the activities that students are expected to complete are tailored to two different levels of linguistic aptitude.

The speaking tests are also differentiated, with clear procedural notes for prompting students to speak, and marking their spoken performance.

Administering the Tests

The tests can be administered at the end of each unit, when students have completed the review page and practice pages. Tell your students that there will be a test in the next lesson, and encourage them to revise the unit material for homework, but remember to emphasize learning goals, and encourage students to find a way of studying that is fun and works for them. In the lessons before the main test you can use songs, flashcard games, and review activities to emphasize the idea that review can be fun.

Allow 40 minutes for the unit tests. If you have a longer lesson, you may wish to start with a song or a structured review activity before having students take the test. It is important that the classroom atmosphere is relaxed and supportive.

Make sure that students have all the necessary materials to complete the test: pens, pencils, and colored pencils or crayons.

Read through the tasks with the students and ensure that they understand what is required. Point out the scoring and make sure that students understand how the points are allocated.

Listening

In both levels of tests, listening activities use the same recording, and can be administered at the same time.

Make sure all students have read the instructions and looked carefully at any artwork before listening. The instructions are not recorded.

At the beginning of each activity, tell students to put their pens down, and just listen, focusing on what they have to do. Play the recording through once.

Tell the students how many times they are going to hear the recording. Depending on the group, you may wish to play it two or three times, for all students to complete the activity. Make sure students know what to expect, and let them know when you are playing it for the last time. Give students a moment to check their answers before moving on to the next activity.

Speaking

The speaking tests are one-to-one activities that give students an opportunity to produce the language they have learned within a supported framework, and allow you to focus on individual students and evaluate their speaking skills in a controlled activity. The activities are graded to the students' level and capacity, and should allow students to showcase the language they have acquired.

As the tests are one-to-one, you may wish to carry them out during a project lesson or when the other students are completing review or practice activities. Ensure that the classroom is quiet enough to allow students to focus, but try to establish a relaxed atmosphere, in which students can speak without the pressure of a performance.

Each differentiated test is accompanied by procedural notes to help you guide students through the activities.

Testing and Assessment

Scoring

9–10 points	Excellent
7–8 points	Very good
5–6 points	Satisfactory
0–4	Student needs extra help

For students taking the Yellow tests who consistently achieve in the 0–4 points range, a transition to Blue tests may be desirable. For students taking the Blue tests who consistently achieve in the 9–10 points range, a transition to Yellow tests may be desirable. However, in both cases, when considering a transition, it is advisable to think about the student's overall performance and attitude in class and consider whether the change is the best option. Some students may benefit from the confidence boost of higher scores, and can be moved up later, when their confidence is solid. Poorly performing students may benefit from help with review and advice about self-study techniques. Consider setting up a study-buddy system, which pairs students of different ability to allow peer assistance.

Assessment

Assessment helps you:

- to determine students' strengths and weaknesses.
- to determine what the class have learned and what needs more attention.
- to monitor and follow the progress of individuals.
- to monitor the effectiveness of your instruction.
- to give feedback to students, parents, and other teachers.

The *Shine On!* tests focus on accuracy and the more formal side of assessment, but there are plenty of opportunities within the course to work on fun, fluency, and confidence-building. Integrating the tests into this motivating and engaging framework should provide students with a solid foundation for study and self-evaluation as they continue to learn English in the years ahead.

On-level (Yellow) tests: answer key and notes

Unit 1

1 Listen and circle.

Answers **1** chair, **2** pencil case, **3** backpack, **4** picture, **5** desk, **6** crayon

2 Listen and make a ✓. Trace.

Answers **1** book, **2** pencil, **3** ruler, **4** pen

Unit 2

1 Listen and color.

Answers **1** blue, **2** orange, **3** brown, **4** green

2 Listen, find, and color.

Answers red desk, black chair, pink book, yellow backpack, purple pencil case, gray ruler

Units 1–2

Speaking

1 Find 10 school things. Say.

- Give students time to look at the picture and make an X on each of the target items. Then point to each one, and prompt students with *What is it?* to elicit the response, *It's a (chair)*. Award half a point for each correctly identified item.

Answers *It's a desk. It's a backpack. It's a chair. It's a pencil case. It's a crayon. It's a book. It's a pen. It's a pencil. It's a ruler. It's a picture.*

2 Color and say.

- Students have the choice of all ten colors. They color in as they wish. Prompt students with *What color is it?* to elicit the response, *It's (red)*.

Answers Students' own choice of colors: *It's* (color).

Unit 3

1 Listen and circle.

Answers **1** scooter, **2** helicopter, **3** doll, **4** bike

2 Listen, find, and color.

Answers green train, yellow ball, pink teddy, red plane, purple kite, blue boat

Unit 4

1 Listen and color.

Answers 4 (red), 10 (blue), 5 (orange), 2 (green)

2 Listen and match.

Answers 5 teddies, 7 books, 10 crayons, 8 dolls, 9 balls, 6 backpacks

Units 3–4

Speaking

1 Color and say.

- Students have the choice of all ten colors. They color in as they wish, then they point to the items and volunteer a description, *It's a (blue teddy)*. You can prompt students with *What is it?* to get them started.

Answers Students' own choice of colors: *It's a* (color) *teddy/boat/kite/bike/ball*.

2 Find, count, and say.

- Prompt students with *How many (books)?* to elicit the response, *Four (books)*.

Answers *Four* (*books*). *Three* (*teddies*). *Seven* (*trains*). *Five* (*planes*). *One* (*scooter*).

Unit 5

1 Listen, find, and number.

Answers **1** child shaking his legs, **2** child touching her nose, **3** child shaking her arms, **4** child shaking his fingers, **5** child touching her head

2 Listen and circle.

Answers **1** hands, **2** eyes, **3** mouth, **4** ears, **5** feet

Unit 6

1 Listen, find, and color.

Answers yellow tiger, purple bear, red kangaroo, blue penguin

2 Listen and make a ✓.

Answers **1** zebra, **2** hippo, **3** monkey, **4** lion, **5** giraffe, **6** snake

Units 5–6

Speaking

1 Point and say.

- You can give an example, if necessary, by doing the actions and saying, e.g., *Shake your head!, Touch your nose!*, then encourage students to talk about the pictures. Students point to each picture in turn and offer the appropriate instruction.

Answers **1** *Shake your arms!*
2 *Touch your ears!*
3 *Touch your feet!*
4 *Shake your legs!*
5 *Shake your hands!*

2 Find 10 animals. Point and say.

- Students can be encouraged to make an X on each animal while preparing. If necessary, you can prompt them with *What is it?* to elicit a complete sentence, *This is a (bear)*. Award half a point for each correct answer.

Answers *This is a bear/tiger/lion/snake/monkey/hippo/kangaroo/penguin/zebra/giraffe.*

Unit 7

1 Listen and circle. Write the number.

Answers 3 dogs, 7 cats, 8 birds, 5 hamsters

2 Listen and number.

Answers **1** mom, **2** grandma, **3** brother, **4** grandpa, **5** sister, **6** dad

Unit 8

1 Listen and match the opposites.

Answers noisy – quiet, slow – fast, happy – sad, cold – hot

2 Listen and number.

Answers **1** happy, **2** hot, **3** tired, **4** noisy, **5** hungry, **6** cold

Units 7–8

Speaking

1 Find 10 people and animals. Point and say.

- Students look at the picture and find and name the six family members and four pets. If necessary, prompt them by pointing to people and pets and asking *Who's this?/What is it?* Award half a point for each correctly identified vocabulary item.

Answers *mom*, *dad*, *grandpa*, *grandma*, *brother*, *sister*, *dog*, *cat*, *bird*, *hamster*

2 Find 10 children. Point and say the adjectives.

- Students can be encouraged to make an X on the items they know while preparing. They point to each child and say, e.g., *He's tired. She's fast*. Award half a point for each correct answer.

Answers *She's slow/fast/hot/cold/quiet. He's hungry/tired/sad/happy/noisy.*

End-of-year test

Speaking

1 Find 10 people or things. Point and say.

- There are 15 items that students should be able to identify in the picture. They point to and say the words for just ten of them. Students can be encouraged to make an X on the things they know while preparing, to help them find the target items again. If students are flagging, you can prompt them with *What is it?/Who's this?* until they have attempted all the items and identified up to ten. Award half a point for each correct answer.

Answers *mom*, *dad*, *grandma*, *grandpa*, *brother*, *sister*, *dog*, *cat*, *chair*, *book*, *ball*, *bike*, *scooter*, *helicopter*, *plane*

2 Count and say.

- Students count and note the number of each animal in the boxes. If necessary, prompt the students by asking, e.g., *How many monkeys?*, without pointing to the picture.

Answers *Nine* (*monkeys*). *Six* (*hippos*). *Seven* (*penguins*). *Eight* (*zebras*). *Ten* (*snakes*).

3 Color and say.

- Ask *What is it?* to elicit the vocabulary item, and *What color is it?* to elicit the color. For a full point, students respond with, *It's a (desk)*. *It's a (green desk)*.

Answers Students' own choice of colors: *It's a* (color) *desk/pencil case/teddy/pencil/ball*.

4 Find 10 things or parts of the body. Point and say.

- There are 15 items that students should be able to identify in the picture. They point to and say the words for just ten of them. Students can be encouraged to make an X on the things they know while preparing, to help them find the target items again. Award half a point for each correct answer.

Answers *hands*, *arms*, *legs*, *fingers*, *feet*, *head*, *ears*, *eyes*, *nose*, *mouth*, *dog*, *cat*, *bird*, *kite*, *plane*

End-of-year test

Listening

1 Listen and color.

Answers **1** blue crayon, **2** yellow backpack, **3** red desk, **4** pink pencil case, **5** green chair

2 Listen and color. Write the number.

Answers 5 blue bikes, 7 brown teddies, 4 yellow kites, 6 orange boats, 3 red helicopters

3 Listen and circle.

Answers **1** child touching her ears, **2** tiger, **3** child shaking her hands, **4** kangaroo, **5** child touching his nose

4 Listen and number. Match.

Answers **1** dad – hot, **2** grandpa – tired, **3** mom – happy, **4** dog – hungry, **5** brother – sad

Yellow

1 TEST

DATE: _____ CLASS: _____

NAME: _____

1 LISTEN AND CIRCLE. 2.39

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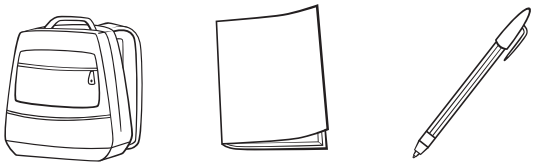
3 

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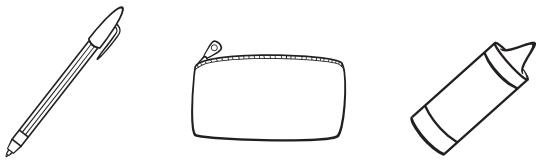
6 

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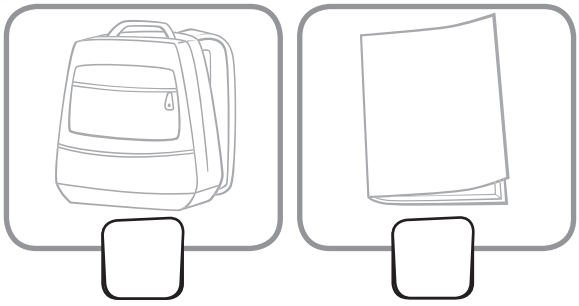
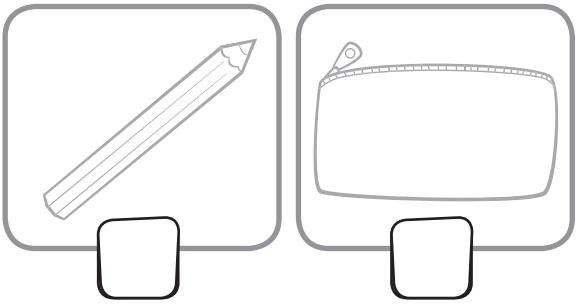
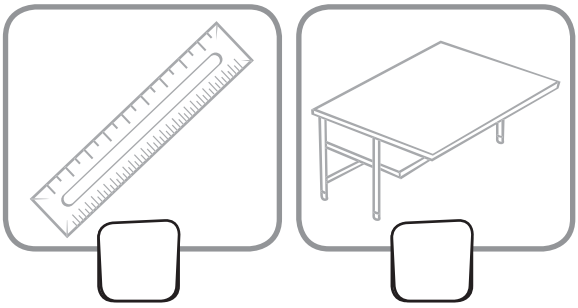
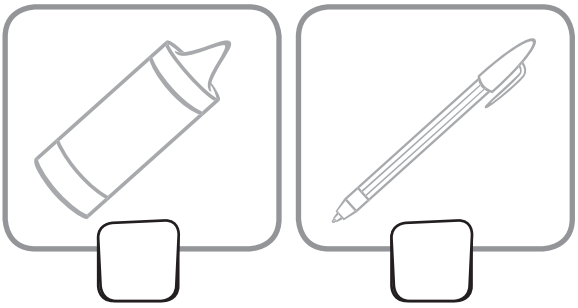
2 LISTEN AND MAKE A ✓. TRACE. 2.40

1 

2 

3 

4 

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TOTAL ____ **/ 10**

Yellow

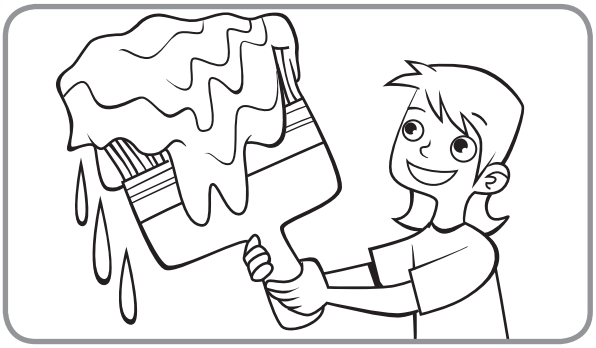
2 TEST

DATE: _____ CLASS: _____

NAME: _____

1 LISTEN AND COLOR. 2.41

1



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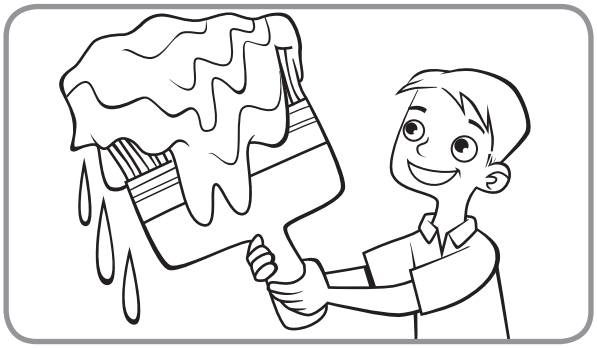

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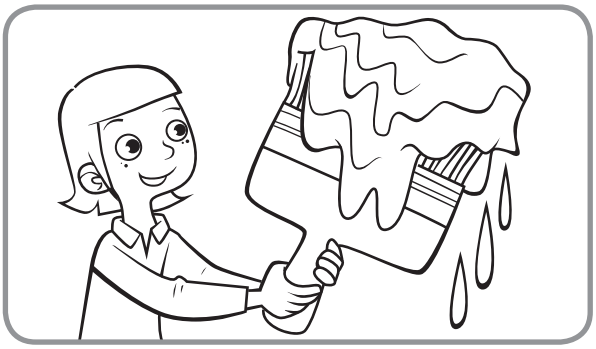

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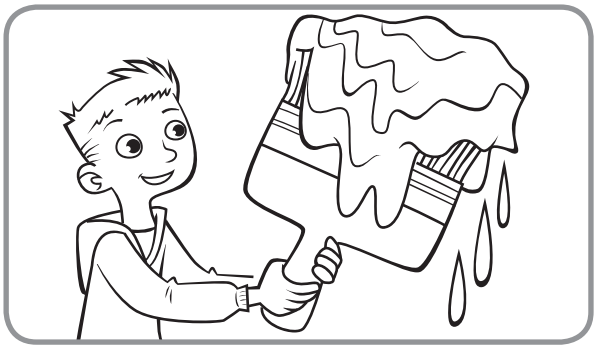

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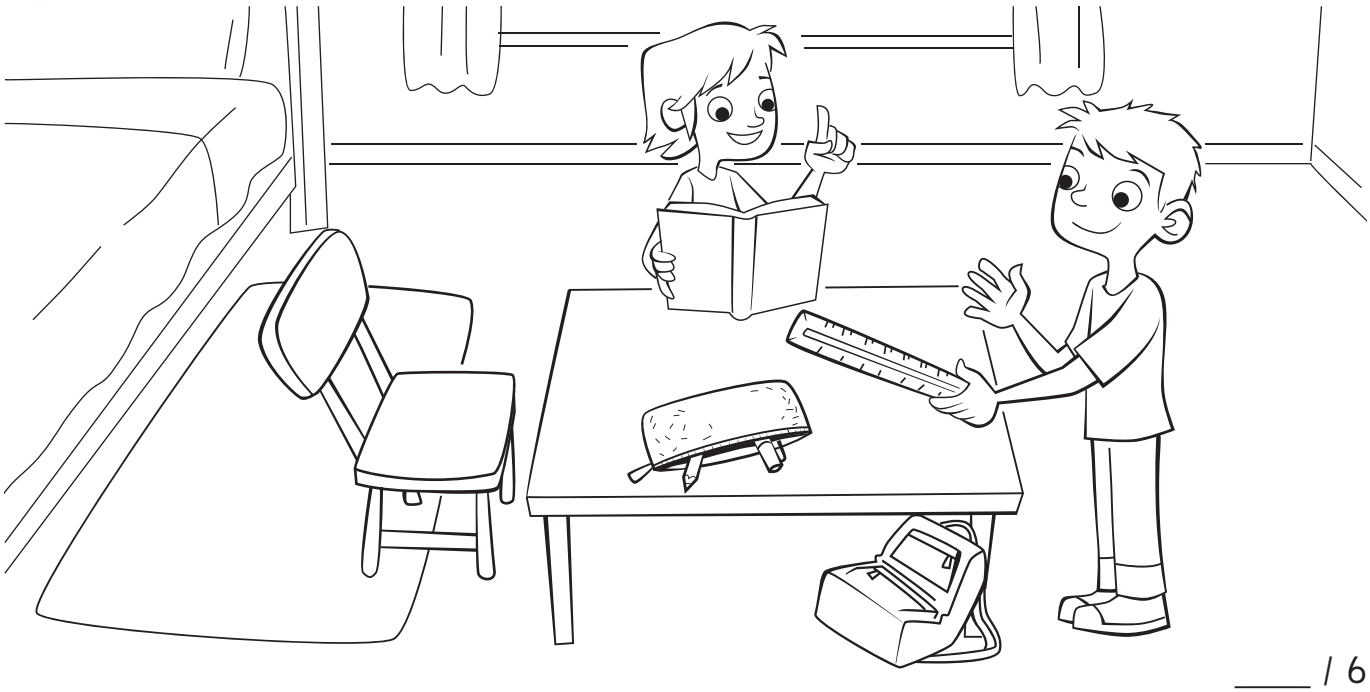
2 LISTEN, FIND, AND COLOR. 2.42



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TOTAL ____ / 10

Yellow

1–2 SPEAKING TEST

DATE: _____ CLASS: _____

NAME: _____

1 FIND 10 SCHOOL THINGS. SAY.

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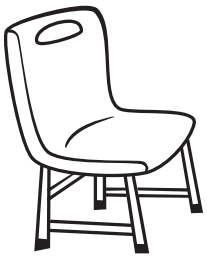
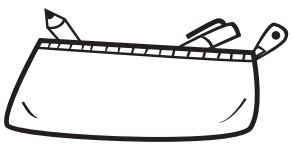
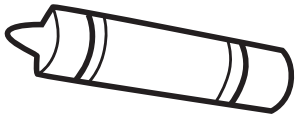
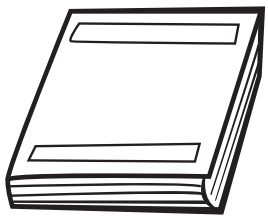
2 COLOR AND SAY.

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TOTAL ____ / 10

Yellow

3 TEST

DATE: _____ CLASS: _____

NAME: _____

1 LISTEN AND CIRCLE. 2.43

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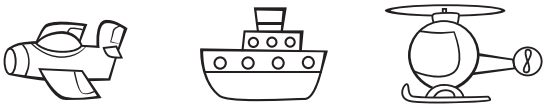
2 

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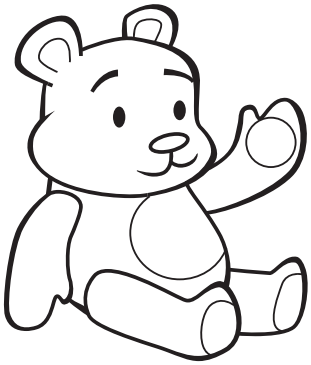
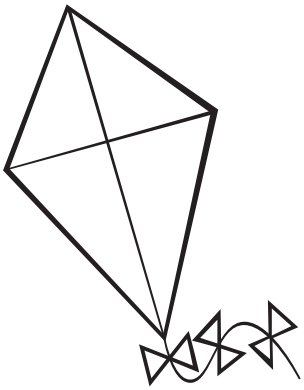
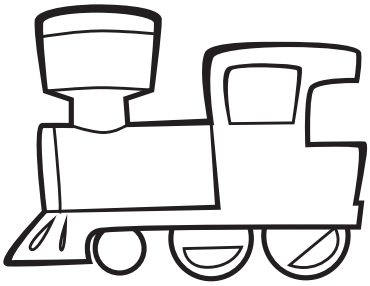
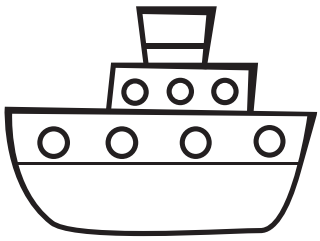
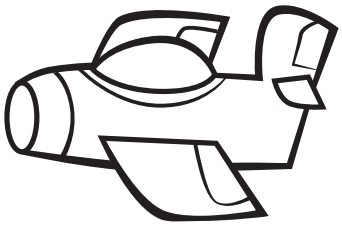
2 LISTEN, FIND, AND COLOR. 2.44











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TOTAL ____ / 10

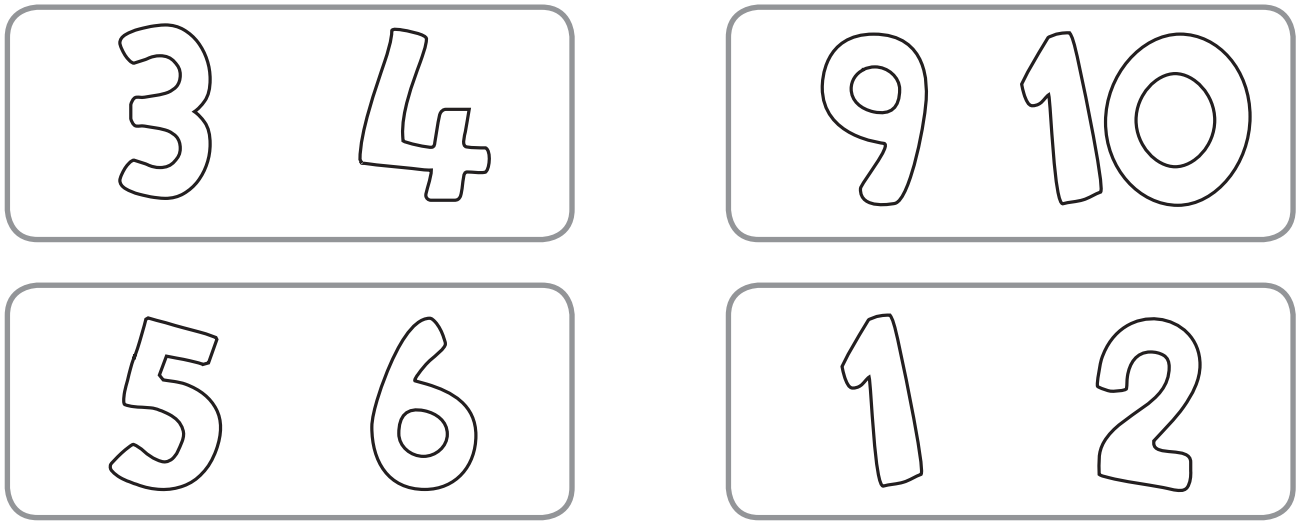
Yellow

4 TEST

DATE: _____ CLASS: _____

NAME: _____

1 LISTEN AND COLOR. 2.45



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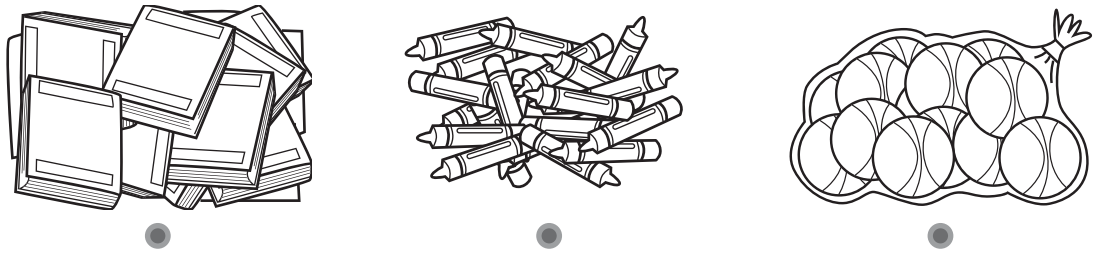
2 LISTEN AND MATCH. 2.46



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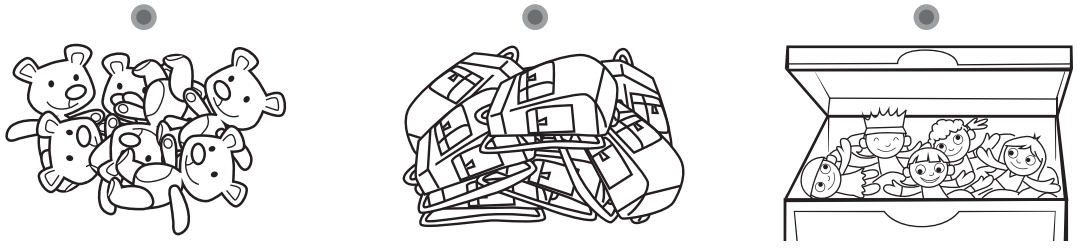

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TOTAL ____ **/ 10**

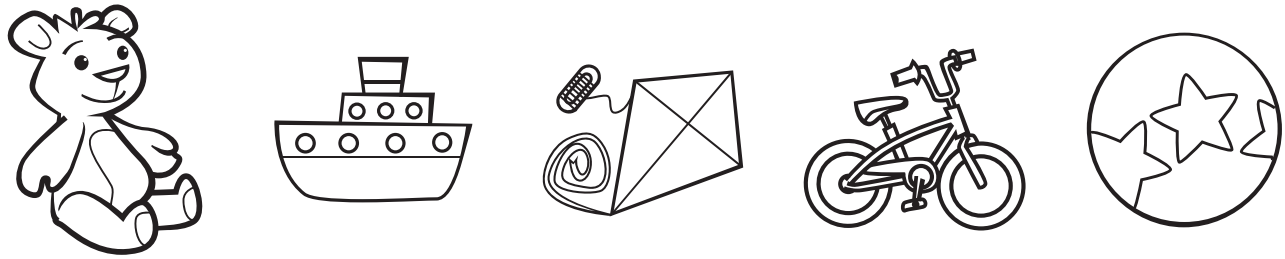
Yellow

3–4 SPEAKING TEST

DATE: _____ CLASS: _____

NAME: _____

1 COLOR AND SAY.



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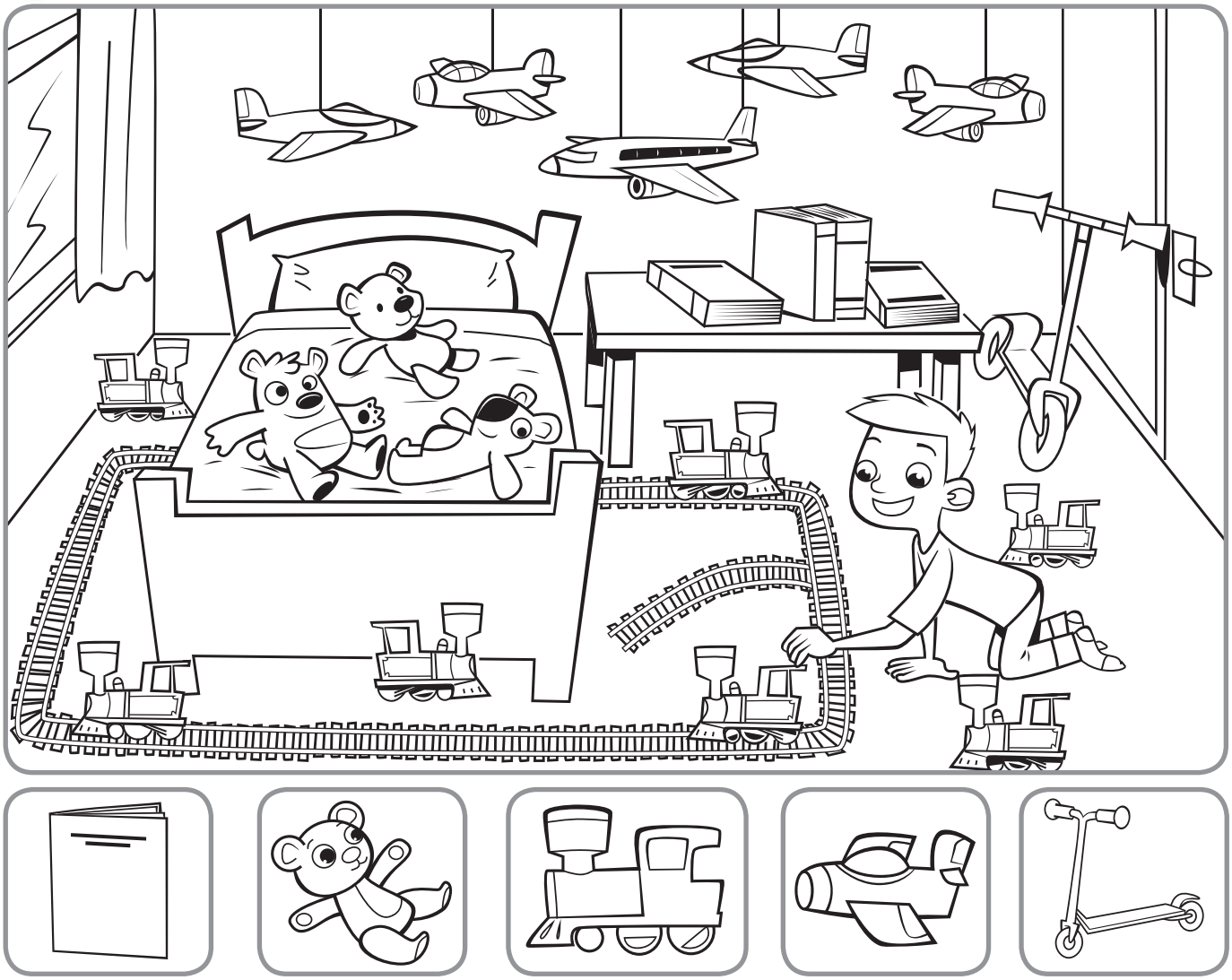
2 FIND, COUNT, AND SAY.



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TOTAL ____ / 10

Yellow

5 TEST

DATE: _____ CLASS: _____

NAME: _____

1 LISTEN, FIND, AND NUMBER. 2.47

____ / 5

2 LISTEN AND CIRCLE. 2.48

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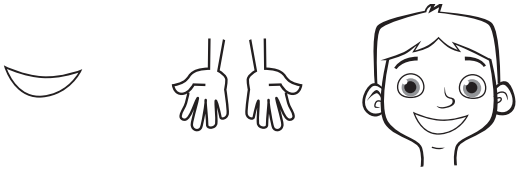

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TOTAL ____ / 10

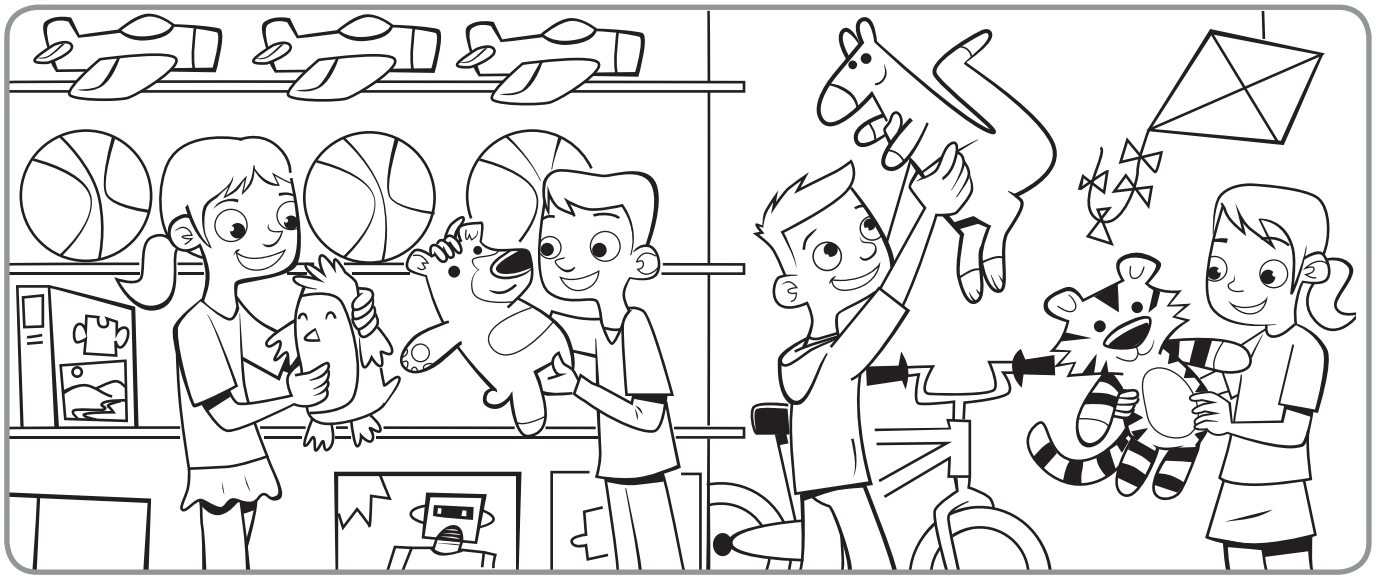
Yellow

6 TEST

DATE: _____ CLASS: _____

NAME: _____

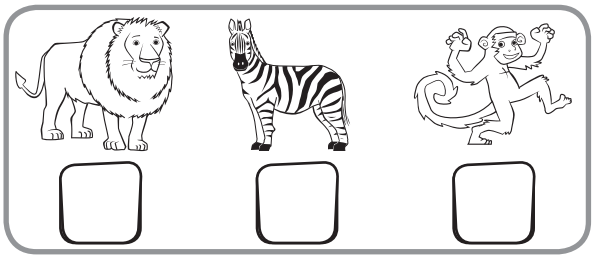
1 LISTEN, FIND, AND COLOR. 2.49



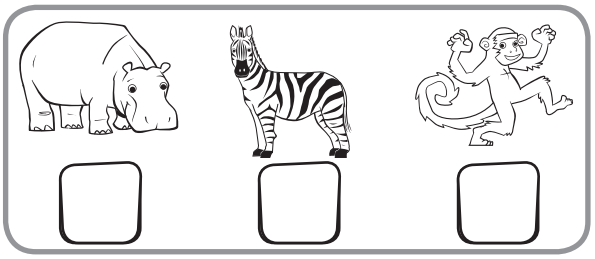
____ / 4

2 LISTEN AND MAKE A ✓. 2.50

1



2



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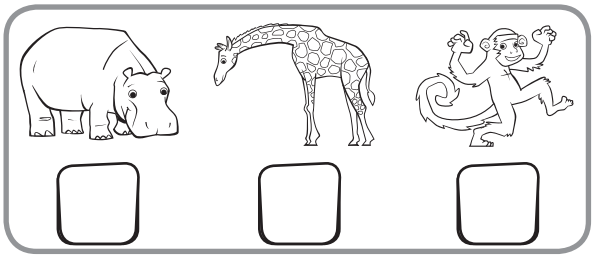

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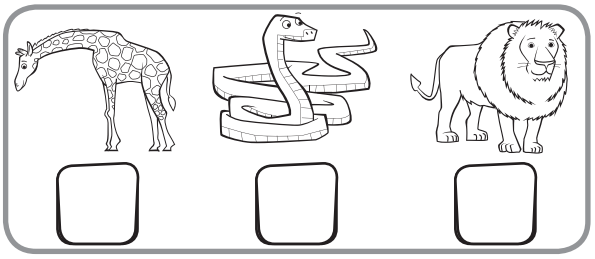

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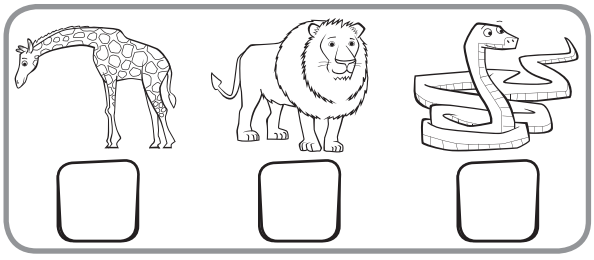

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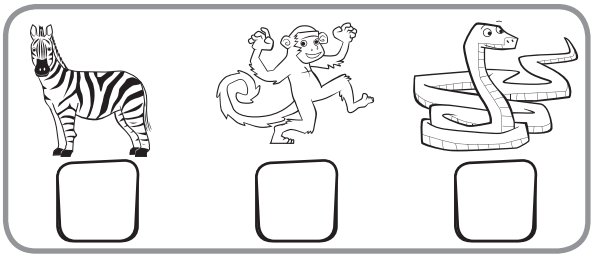


____ / 6

TOTAL ____ **/ 10**

Yellow

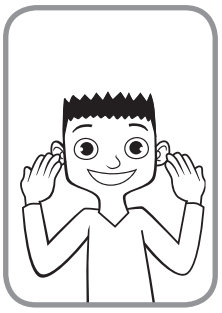
5–6 SPEAKING TEST

DATE: _____ CLASS: _____

NAME: _____

1 POINT AND SAY.

1

2 

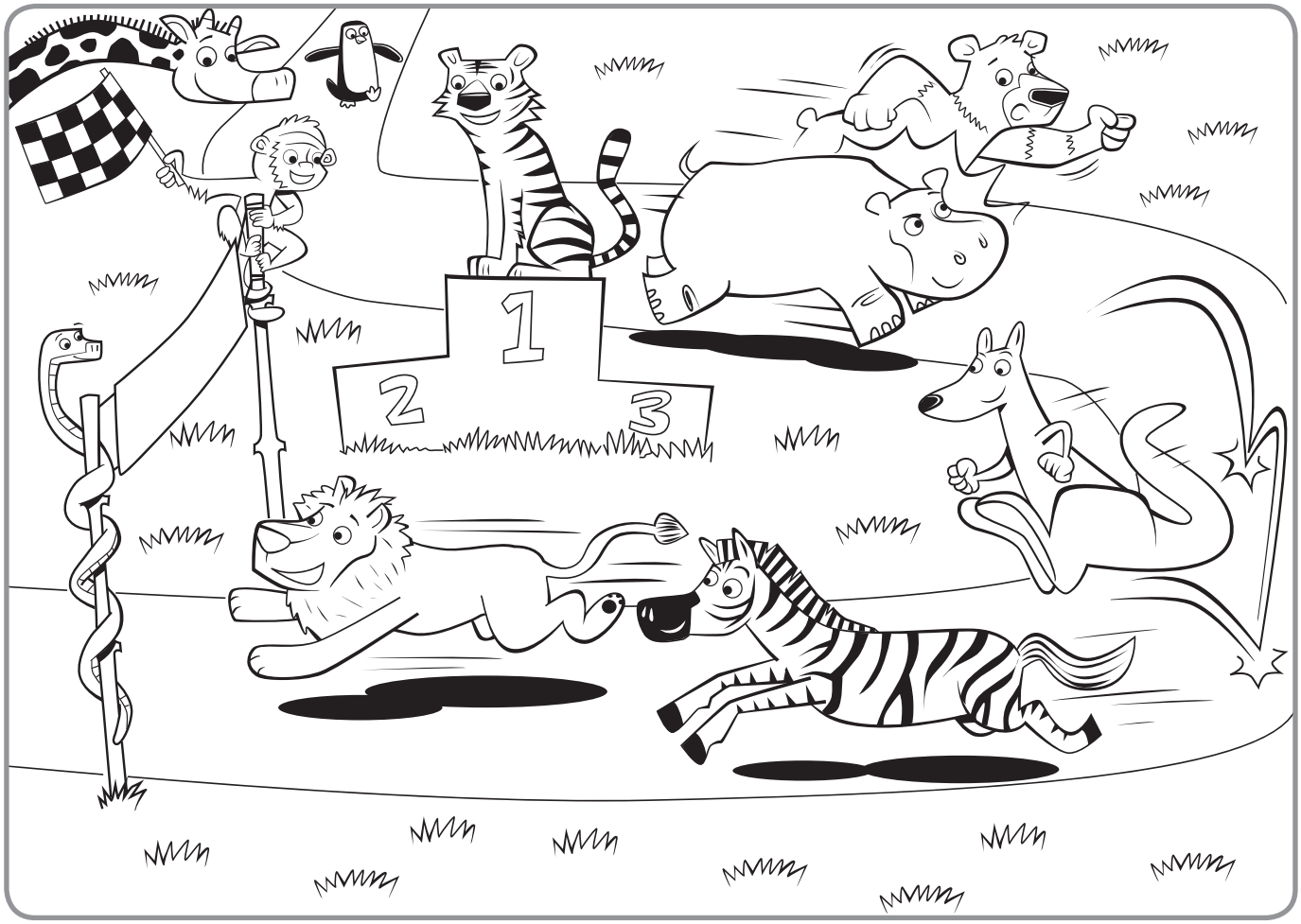
3

4

5

____ / 5

2 FIND 10 ANIMALS. POINT AND SAY.



____ / 5

TOTAL ____ / 10

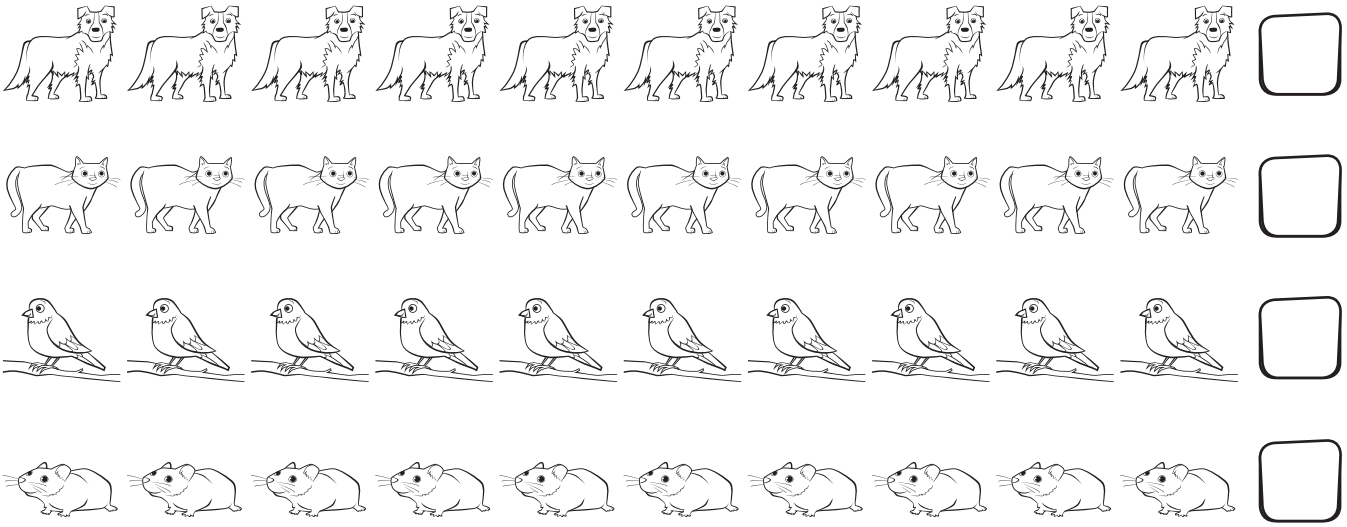
Yellow

7 TEST

DATE: _____ CLASS: _____

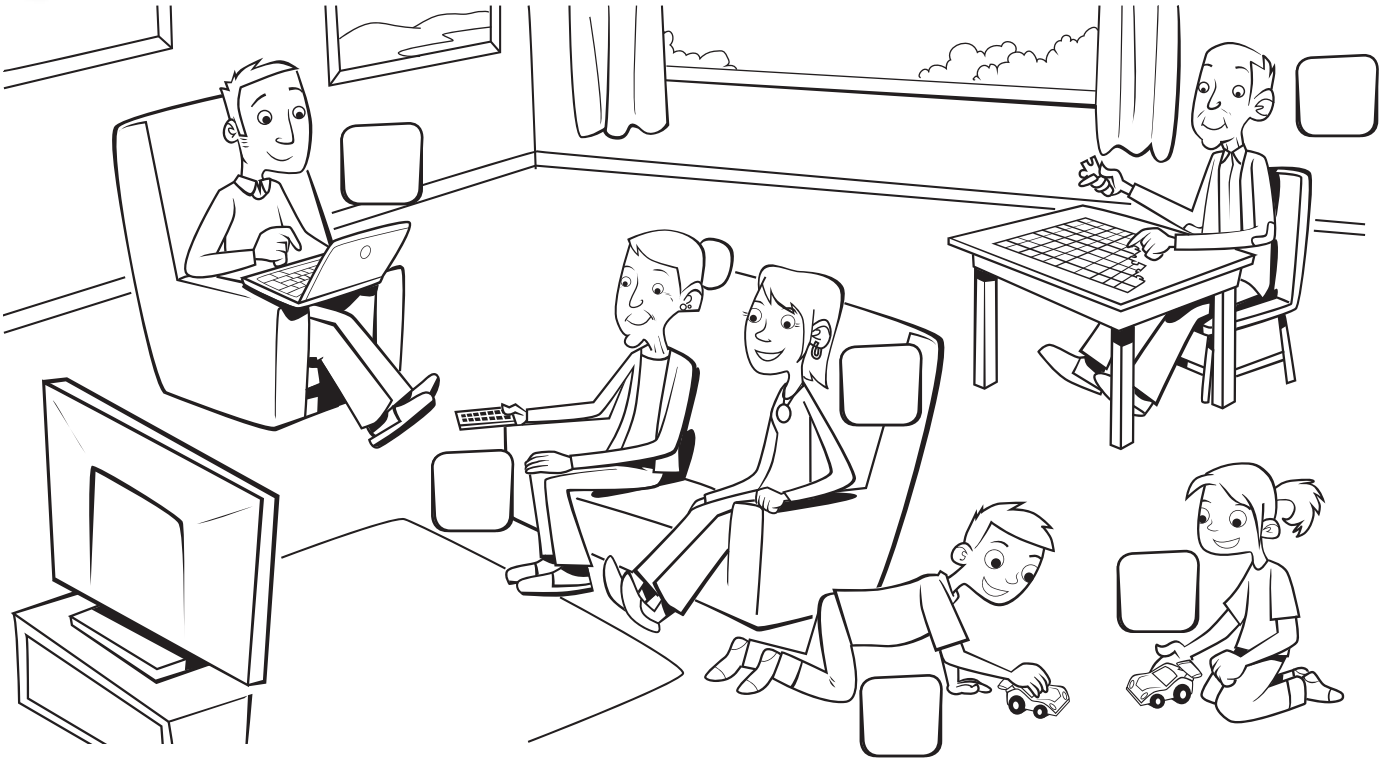
NAME: _____

1 LISTEN AND CIRCLE. WRITE THE NUMBER. 2.51



____ / 4

2 LISTEN AND NUMBER. 2.52



____ / 6

TOTAL ____ **/ 10**

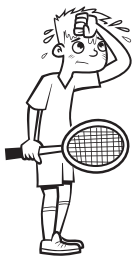
Yellow

8 TEST

DATE: _____ CLASS: _____

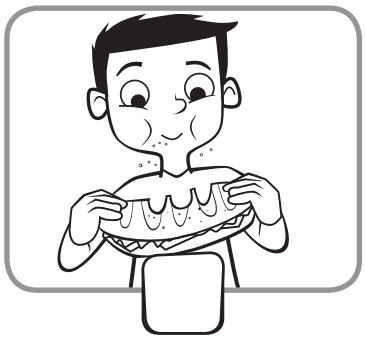
NAME: _____

1 LISTEN AND MATCH THE OPPOSITES. 2.53



____ / 4

2 LISTEN AND NUMBER. 2.54



____ / 6

TOTAL ____ **/ 10**

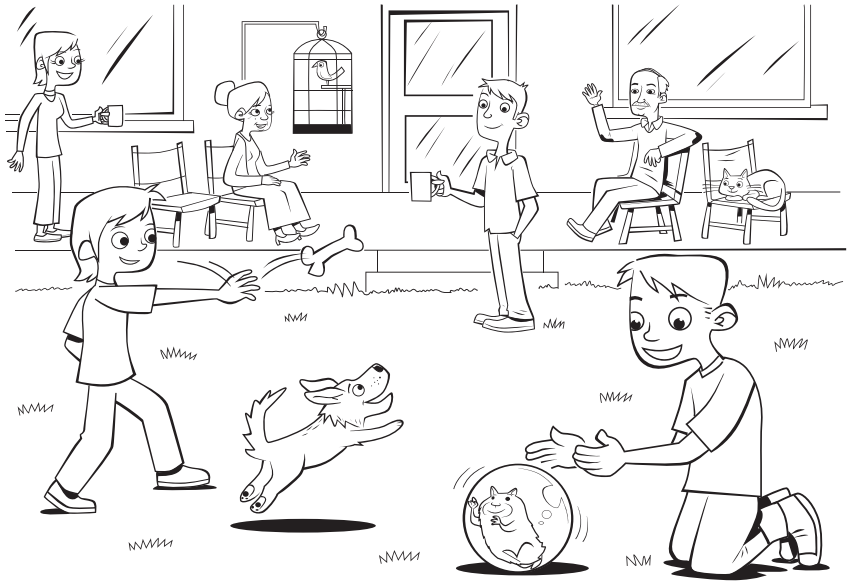
Yellow

7–8 SPEAKING TEST

DATE: _____ CLASS: _____

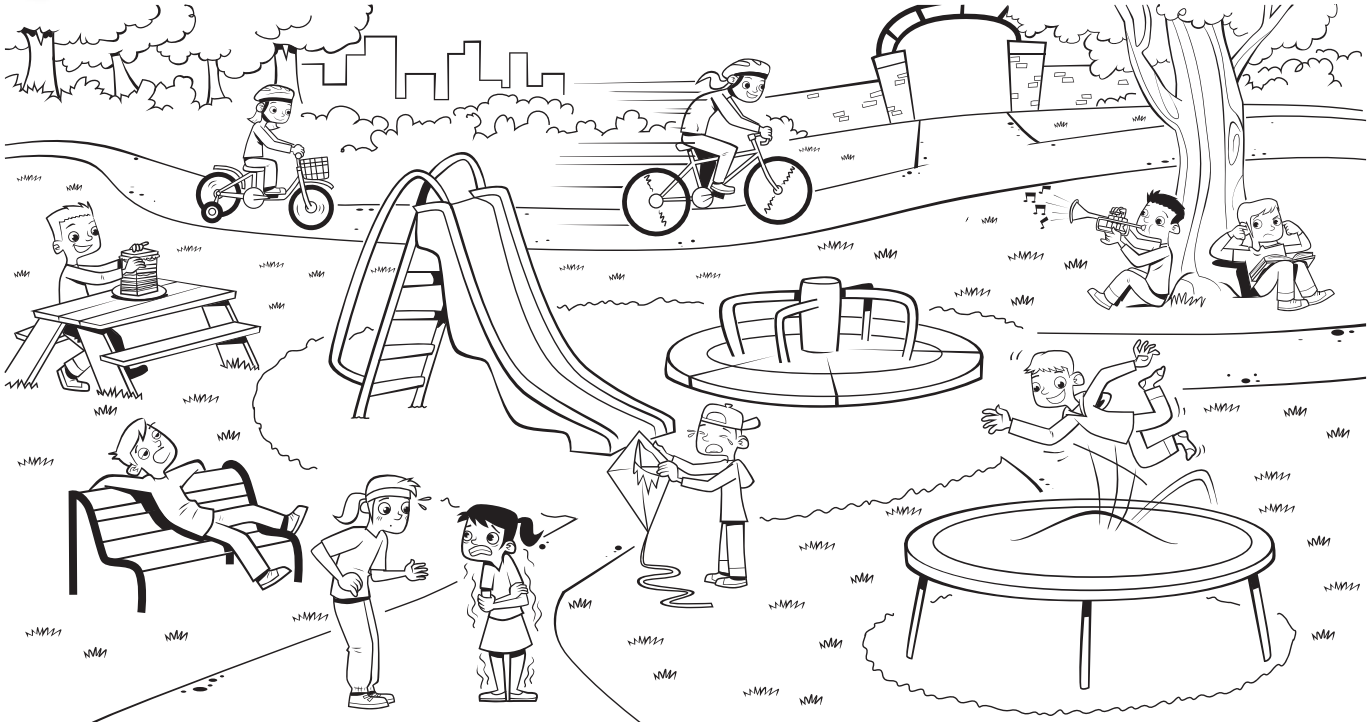
NAME: _____

1 FIND 10 PEOPLE AND ANIMALS. POINT AND SAY.



____ / 5

2 FIND 10 CHILDREN. POINT AND SAY THE ADJECTIVES.



____ / 5

TOTAL ____ / 10

Yellow

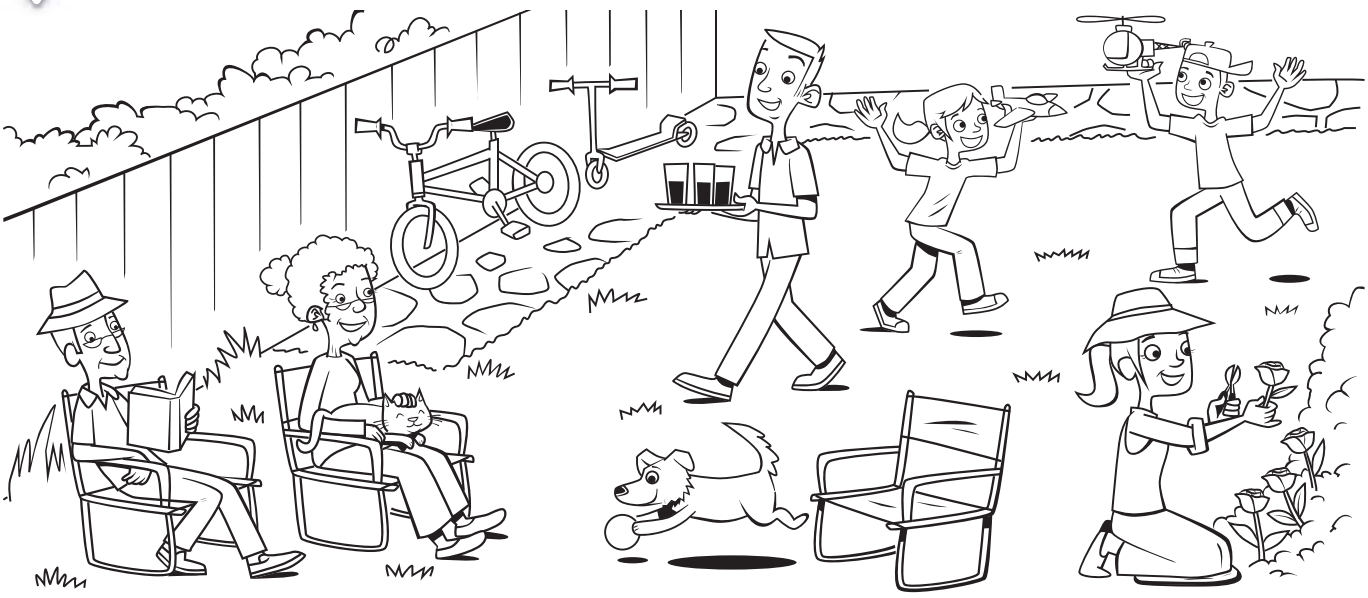
DATE: _____ CLASS: _____

END-OF-YEAR TEST

SPEAKING

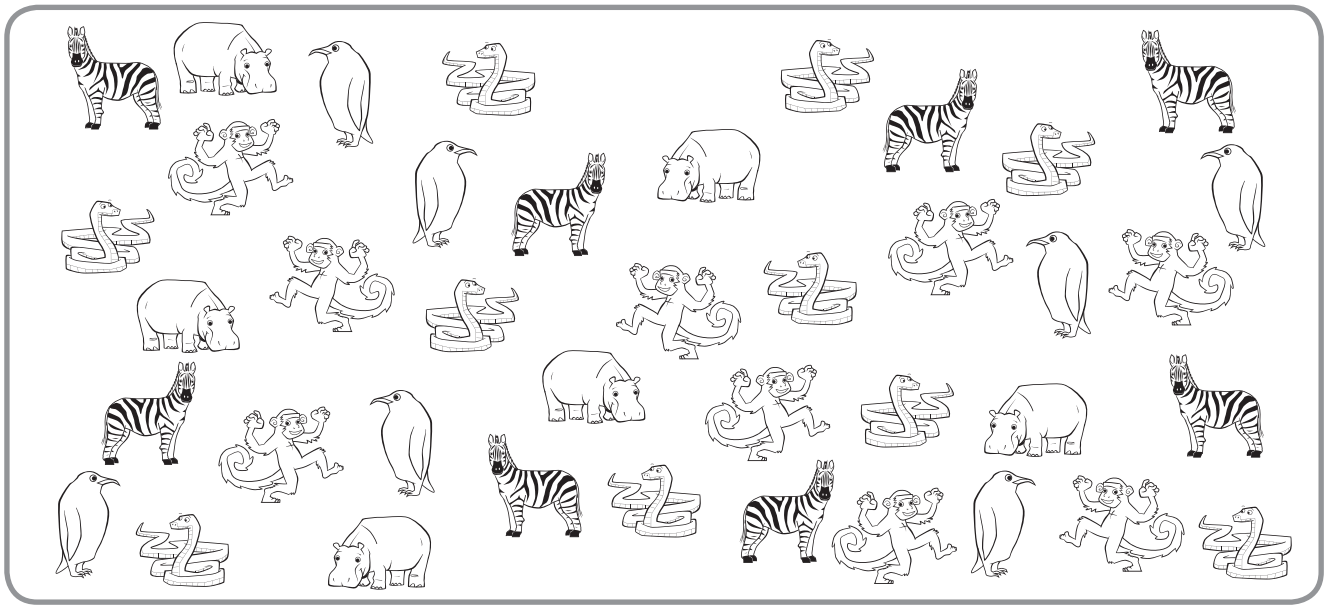
NAME: _____

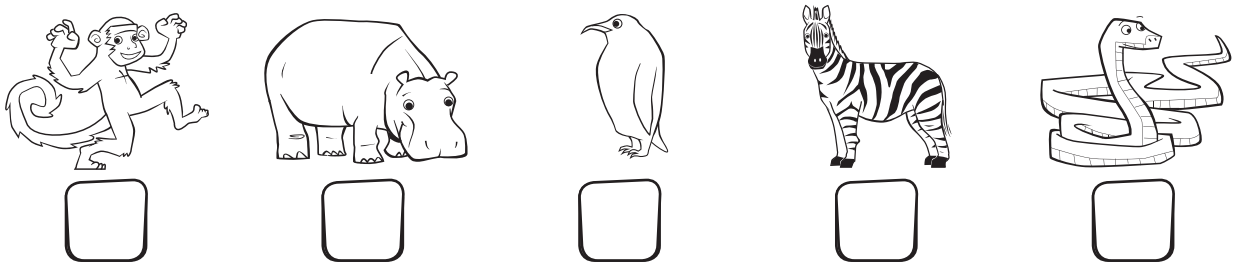
1 FIND 10 PEOPLE OR THINGS. POINT AND SAY.



____ / 5

2 COUNT AND SAY.





____ / 5

Yellow

END-OF-YEAR TEST

SPEAKING

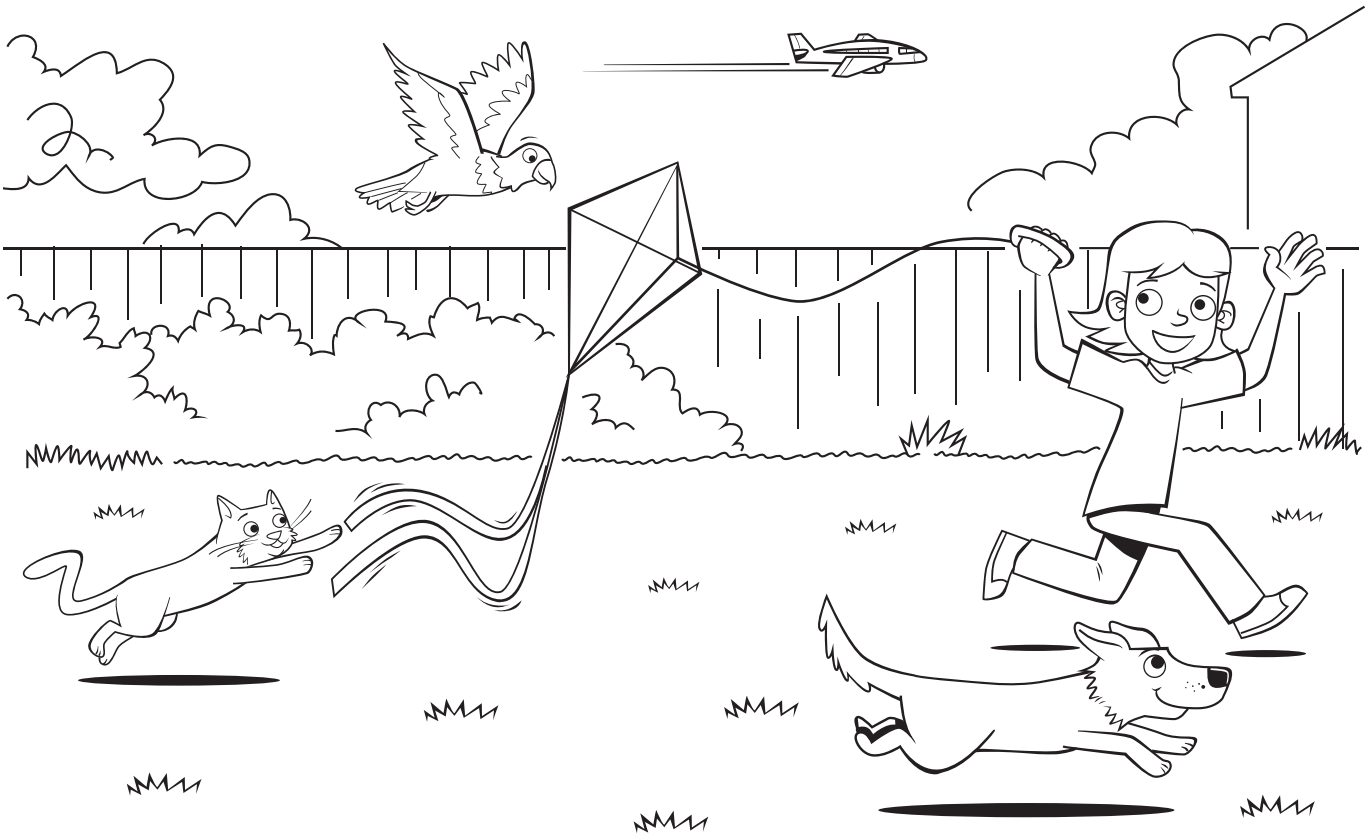
DATE: _____ CLASS: _____

NAME: _____

3 COLOR AND SAY.

____ / 5

4 FIND 10 THINGS OR PARTS OF THE BODY. POINT AND SAY.



____ / 5

TOTAL ____ **/ 20**

Yellow

DATE: _____ CLASS: _____

END-OF-YEAR TEST

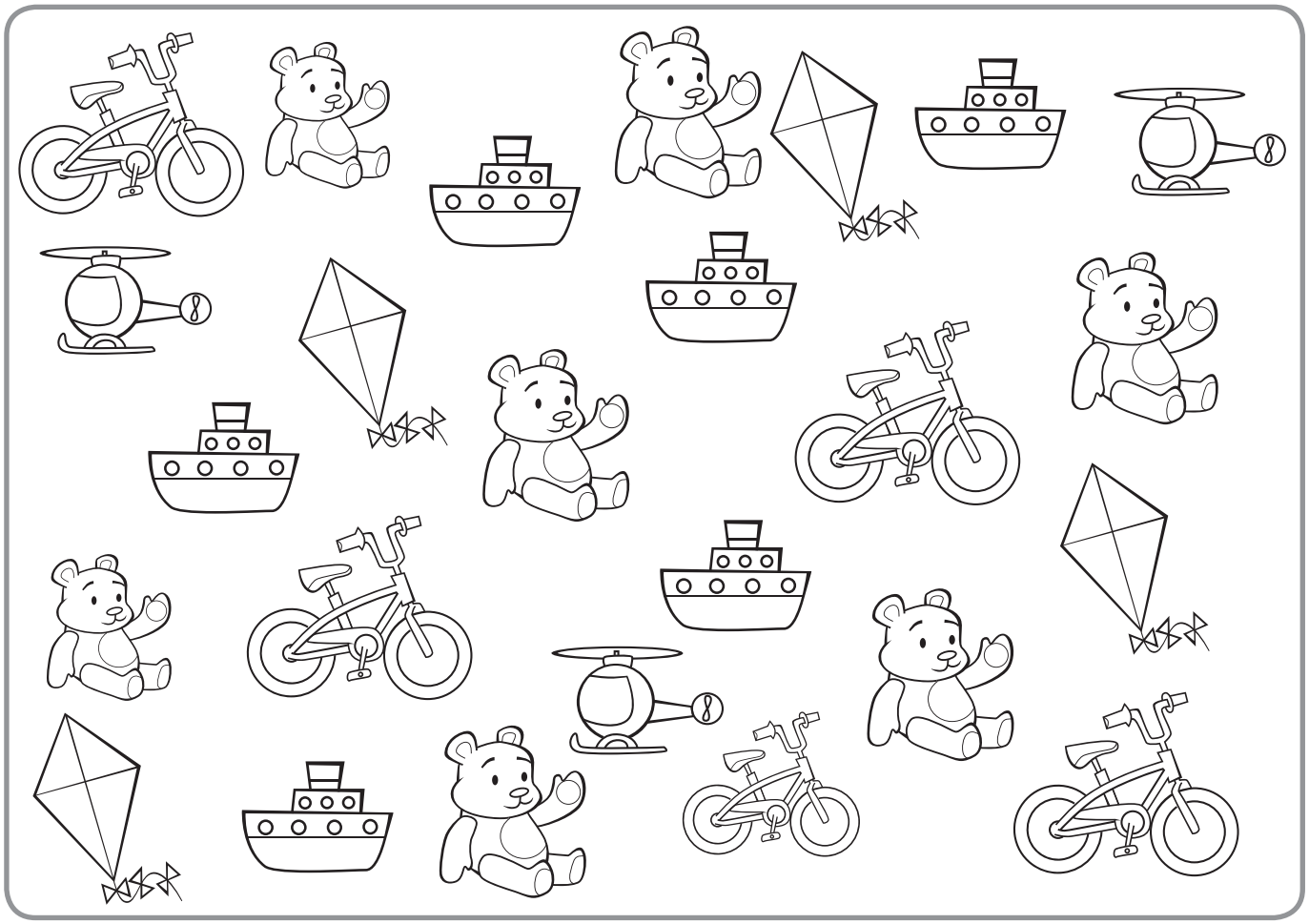
LISTENING

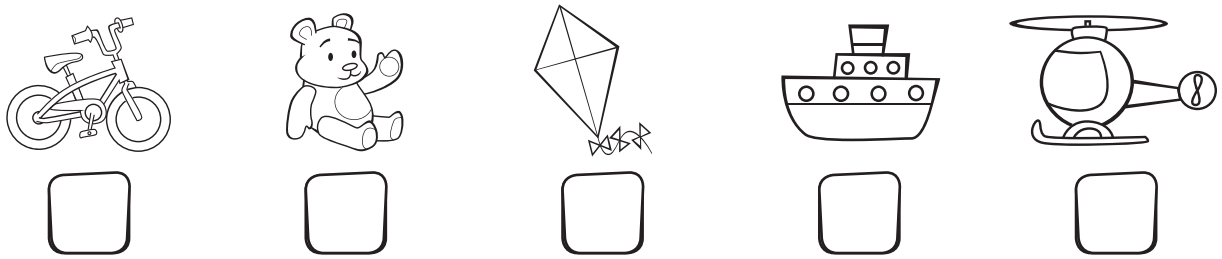
NAME: _____

1 LISTEN AND COLOR. 2.55

____ / 5

2 LISTEN AND COLOR. WRITE THE NUMBER. 2.56





____ / 5

Yellow

END-OF-YEAR TEST — LISTENING

DATE: _____ CLASS: _____

NAME: _____

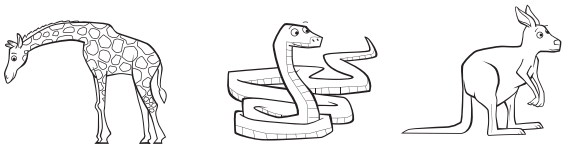
3 LISTEN AND CIRCLE. 2.57

1

2

3

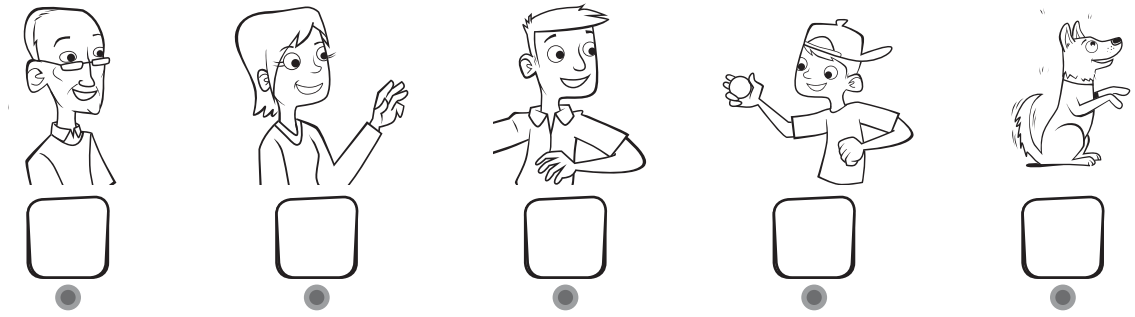
4

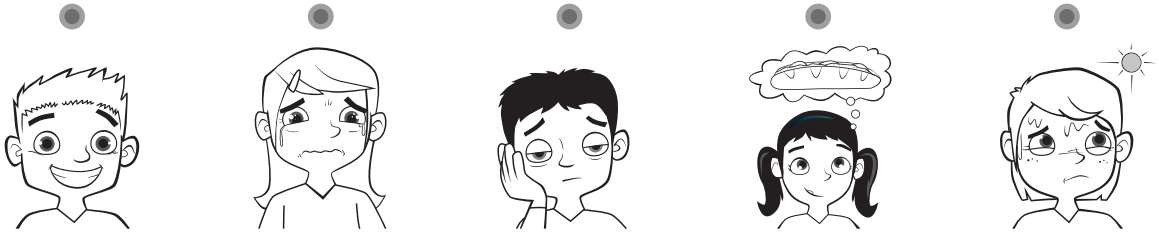


5

____ / 5

4 LISTEN AND NUMBER. MATCH. 2.58





____ / 5

TOTAL ____ / 20

Below-level (Blue) tests: answer key and notes

Unit 1

1 Listen and circle.

Answers **1** chair, **2** pencil case, **3** backpack, **4** picture, **5** desk, **6** crayon

2 Listen and make a ✓. Trace.

Answers **1** book, **2** pencil, **3** ruler, **4** pen

Unit 2

1 Listen and color.

Answers **1** blue, **2** orange, **3** brown, **4** green

2 Listen and color.

Answers red desk, black chair, pink book, yellow backpack, purple pencil case, gray ruler

Units 1–2

Speaking

1 Say the words.

- Point to the pictures and prompt students with *What is it?* to elicit the response, *It's a* (*desk*). For this test, you can accept a one-word answer for half a point, or a complete sentence for a full point.

Answers (*It's a*) *desk*. (*It's a*) *picture*. (*It's a*) *pen*. (*It's a*) *pencil*. (*It's a*) *ruler*.

2 Take the colors from your teacher. Color and say.

- Give five colored pens or pencils to the students. They color the pictures. Prompt students with *What color is it?* to elicit the response, *It's (red)* or just, *Red*. Award half a point for a one-word answer and a full point for a complete answer, e.g., *It's blue*.

Answers Students' own choice of colors: (*It's*) (color).

Unit 3

1 Listen and circle.

Answers **1** scooter, **2** helicopter, **3** doll, **4** bike

2 Listen and color.

Answers green train, yellow ball, pink teddy, red plane, purple kite, blue boat

Unit 4

1 Listen and color.

Answers 4 (red), 10 (blue), 5 (orange), 2 (green)

2 Listen and circle.

Answers 5 teddies, 7 books, 10 crayons, 8 dolls, 9 balls, 6 backpacks

Units 3–4

Speaking

1 Take the colors from your teacher. Color and say.

- Give students just five colors to choose from, and color in the pictures. You can prompt students with *What is it?* to elicit answers. The best answer would be a complete sentence, *It's a (blue teddy)*. Award half a point for a partial answer or a full point for a complete sentence.

Answers Students' own choice of colors: (*It's a*) (color) *teddy/boat/kite/bike/ball*.

2 Count and say.

- Point to the teddies and prompt students with *How many (teddies)?* to elicit the response, *Three (teddies)*. You can encourage students to count them out loud, prompting them if they hesitate, and then say, *So how many teddies?*

Answers *Three* (*teddies*). *Five* (*planes*). *Seven* (*trains*). *Four* (*books*). *One* (*scooter*).

Unit 5

1 Listen and number.

Answers **1** child shaking his legs, **2** child touching her nose, **3** child shaking her arms, **4** child shaking his fingers, **5** child touching her head

2 Listen and circle.

Answers **1** hands, **2** eyes, **3** mouth, **4** ears, **5** feet

Unit 6

1 Listen and color.

Answers yellow tiger, purple bear, red kangaroo, blue penguin

2 Listen and make a ✓.

Answers **1** zebra, **2** hippo, **3** monkey, **4** lion, **5** giraffe, **6** snake

Units 5–6

Speaking

1 Point and say.

Answers **1** *hands*, **2** *feet*, **3** *legs*, **4** *arms*, **5** *ears*

2 Find 5 animals. Point and say.

- There are ten animals in the picture, but students need only identify five of them to get full points. Students can be encouraged to make an X on each animal while preparing. If necessary, prompt them with *What is it?* to elicit either a complete sentence or just the names of the animals, *(This is a) bear*. Award a full point for each correct animal.

Answers Students identify five of the following: (*This is a*) *bear/tiger/lion/snake/monkey/hippo/kangaroo/penguin/zebra/giraffe*.

Unit 7

1 Listen and circle the correct number.

Answers 3 dogs, 7 cats, 8 birds, 5 hamsters

2 Listen and number.

Answers **1** mom, **2** grandma, **3** brother, **4** grandpa, **5** sister, **6** dad

Unit 8

1 Listen and make a ✓ or an ✗.

Answers **1** ✓, **2** ✓, **3** ✗, **4** ✗, **5** ✓, **6** ✓, **7** ✗, **8** ✗

2 Listen and circle.

Answers **1** happy, **2** hot, **3** tired, **4** noisy, **5** hungry, **6** cold

Units 7–8

Speaking

1 Say the words.

- Prompt students by pointing to the family members and pets and asking *Who's this?/What is it?* Award half a point for each correctly identified vocabulary item.

Answers *mom*, *dad*, *grandma*, *grandpa*, *brother*, *sister*, *dog*, *cat*, *bird*, *hamster*

2 Point and say.

- Students point to each picture and say the words. Individual words are acceptable answers for this test. Award half a point for each correctly identified vocabulary item.

Answers *happy*, *sad*, *tired*, *hot*, *cold*, *hungry*, *fast*, *slow*, *noisy*, *quiet*

End-of-year test

Speaking

1 Say the words.

- Prompt students with *Who's this?/What is it?* to elicit the target vocabulary. Award half a point for each correctly identified vocabulary item.

Answers *mom*, *dad*, *grandma*, *grandpa*, *sister*, *dog*, *chair*, *ball*, *bike*, *scooter*

2 Count and say.

- Students count and can note the number of each animal in the boxes. If necessary, prompt students by asking, e.g., *How many monkeys?*, without pointing to the picture.

Answers *Nine* (*monkeys*). *Six* (*hippos*). *Seven* (*penguins*). *Eight* (*zebras*). *Ten* (*snakes*).

3 Take the colors from your teacher. Color and say.

- Give five colored pens or pencils to the students. They color the pictures. Ask *What is it?* to elicit the vocabulary item, and *What color is it?* to elicit the color. For a full point, students respond with, *It's a (desk). It's a (green desk).*

Answers Students' own choice of colors: *It's a* (color) *desk/pencil case/teddy/pencil/ball*.

4 Find 5 things and 5 parts of the body. Point and say.

- Students can be encouraged to draw matching lines from the small guide pictures to the equivalent item in the main picture. Then they point and say, *hands, kite*, etc. Award half a point for each correctly identified vocabulary item.

Answers *hands*, *feet*, *eyes*, *nose*, *mouth*, *bird*, *dog*, *cat*, *plane*, *kite*

End-of-year test

Listening

1 Listen and color.

Answers **1** blue crayon, **2** yellow backpack, **3** red desk, **4** pink pencil case, **5** green chair

2 Listen and circle the correct number. Color.

Answers 5 blue bikes, 7 brown teddies, 4 yellow kites, 6 orange boats, 3 red helicopters

3 Listen and circle.

Answers **1** child touching her ears, **2** tiger, **3** child shaking her hands, **4** kangaroo, **5** child touching his nose

4 Listen and match.

Answers **1** dad – hot, **2** grandpa – tired, **3** mom – happy, **4** dog – hungry, **5** brother – sad

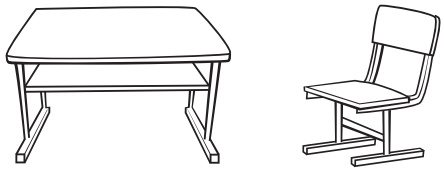
Blue

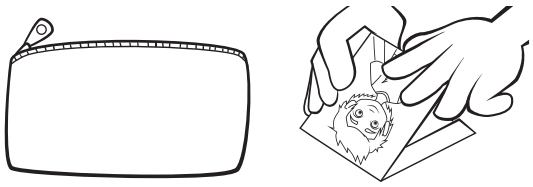
1 TEST

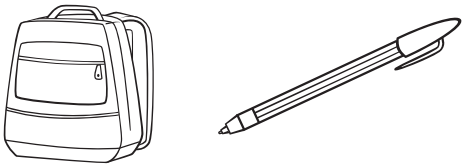
DATE: _____ CLASS: _____

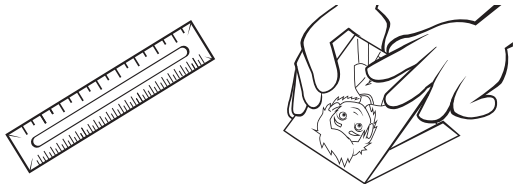
NAME: _____

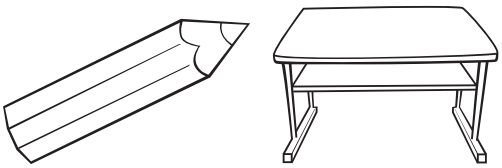
1 LISTEN AND CIRCLE. 2.39

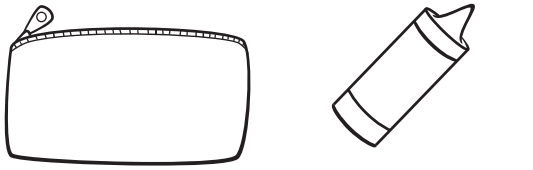
1 

2 

3 

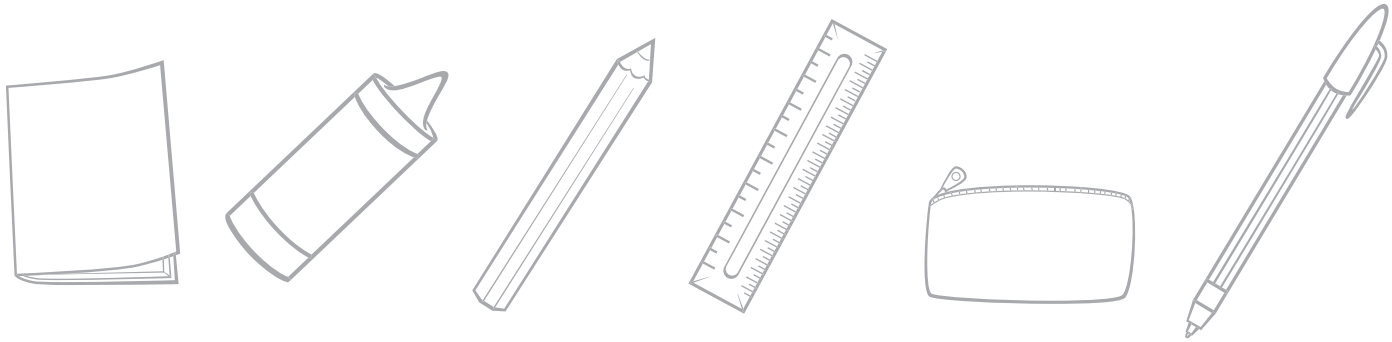
4 

5 

6 

____ / 6

2 LISTEN AND MAKE A ✓. TRACE. 2.40



☐ ☐ ☐ ☐ ☐ ☐

____ / 4

TOTAL ____ / 10

Blue

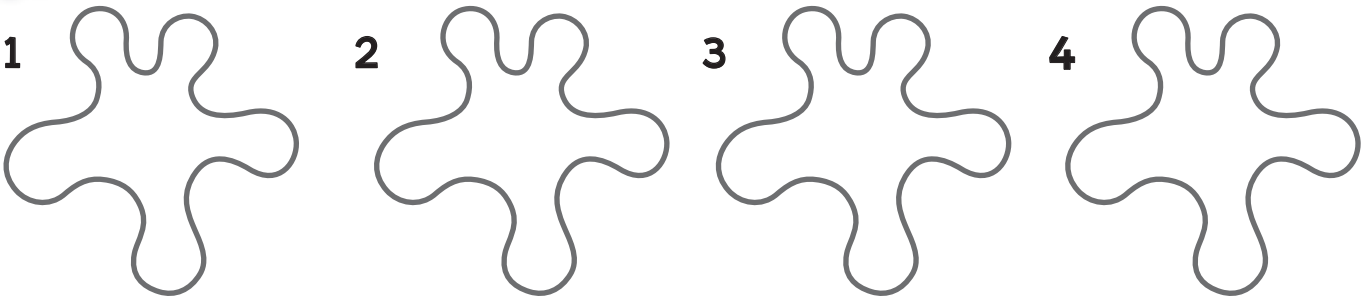
2 TEST

DATE: _____ CLASS: _____

NAME: _____

1 LISTEN AND COLOR. 2.41

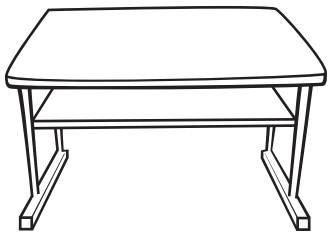
1 2 3 4



____ / 4

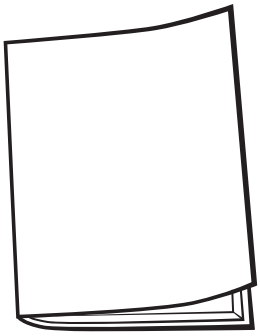
2 LISTEN AND COLOR. 2.42

1



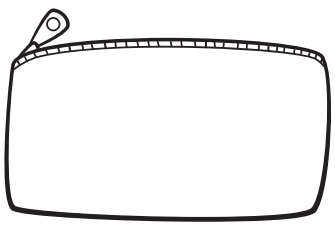
2

3

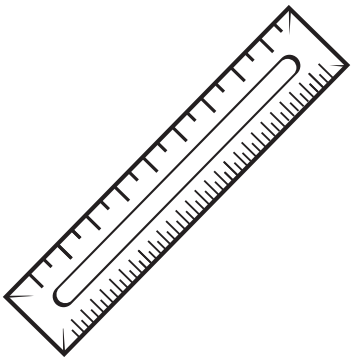


4

5



6



____ / 6

TOTAL ____ / 10

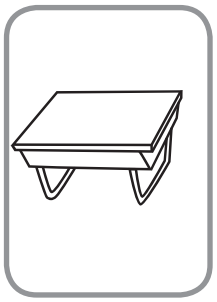
Blue

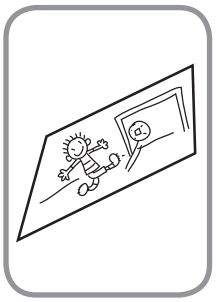
1–2 SPEAKING TEST

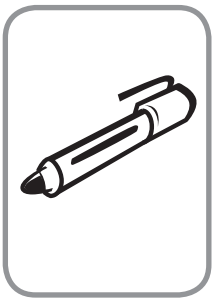
DATE: _____ CLASS: _____

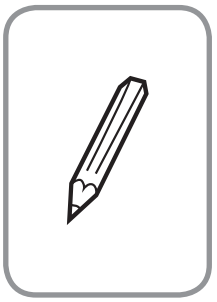
NAME: _____

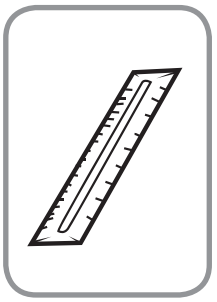
1 SAY THE WORDS.

1 

2 

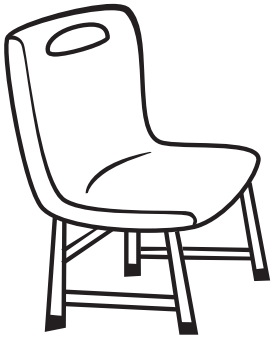
3 

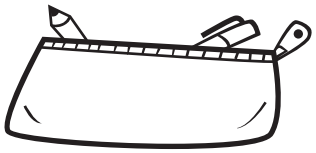
4 

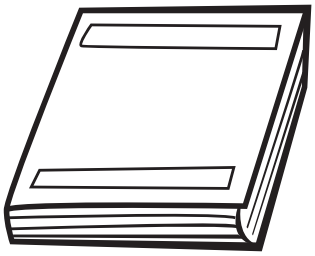
5 

____ / 5

2 TAKE THE COLORS FROM YOUR TEACHER. COLOR AND SAY.







____ / 5

TOTAL ____ / 10

Blue

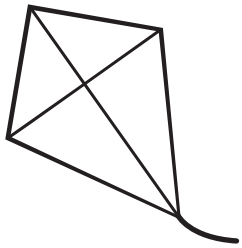
3 TEST

DATE: _____ CLASS: _____

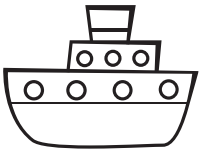
NAME: _____

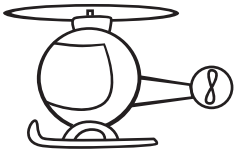
1 LISTEN AND CIRCLE. 2.43

1

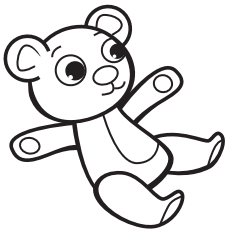


2

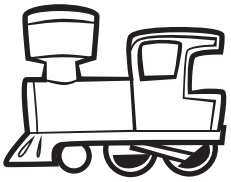




3

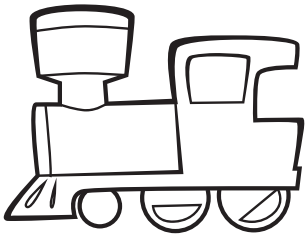


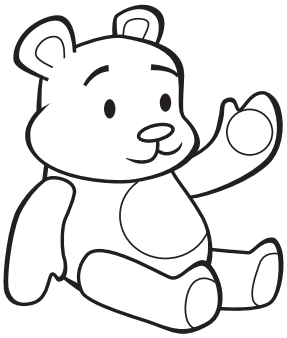
4

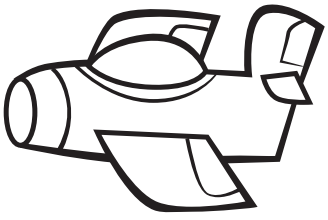


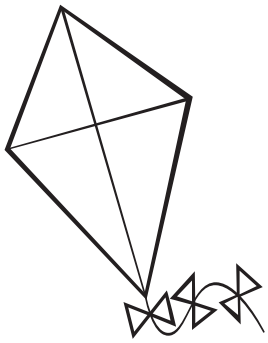
____ / 4

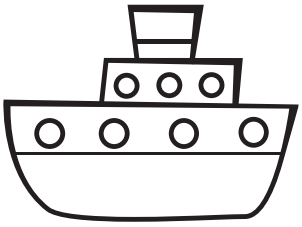
2 LISTEN AND COLOR. 2.44











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TOTAL ____ **/ 10**

Blue

4 TEST

DATE: _____ CLASS: _____

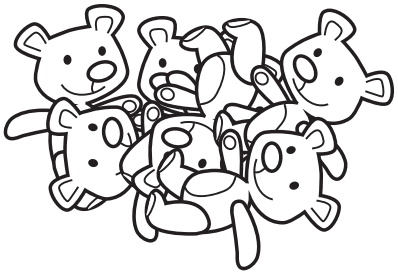
NAME: _____

1 LISTEN AND COLOR. 2.45

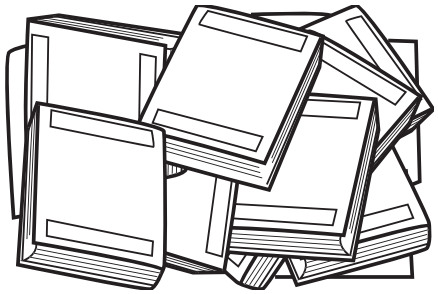
4 10 5 2

____ / 4

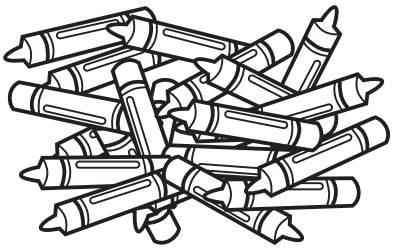
2 LISTEN AND CIRCLE. 2.46



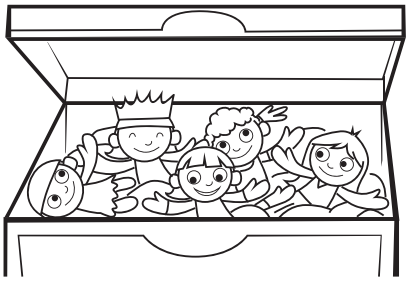
5 / 9



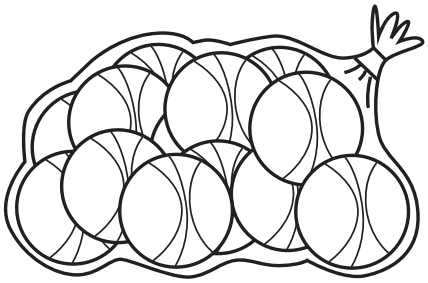
8 / 7



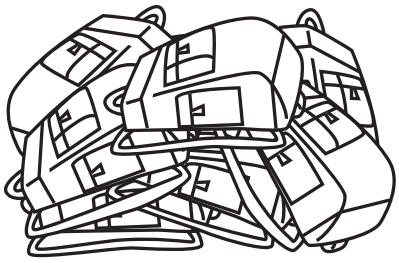
10 / 1



3 / 8



5 / 9



4 / 6

____ / 6

TOTAL ____ / 10

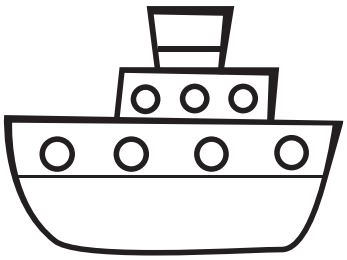
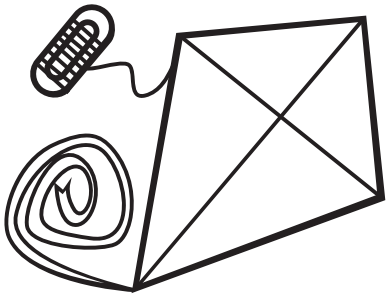
Blue

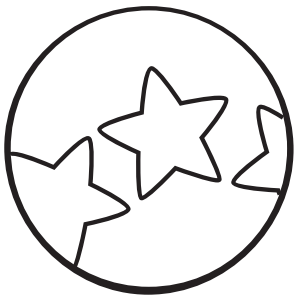
3–4 SPEAKING TEST

DATE: _____ CLASS: _____

NAME: _____

1 TAKE THE COLORS FROM YOUR TEACHER. COLOR AND SAY.



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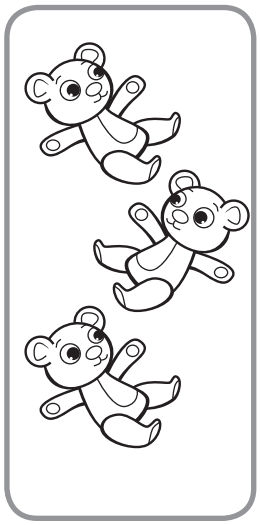
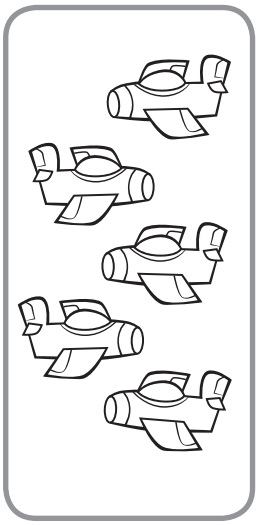
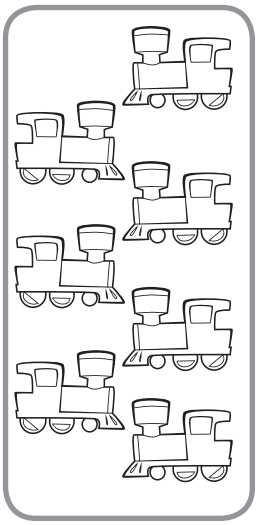
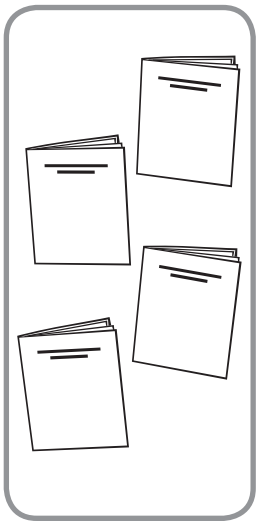
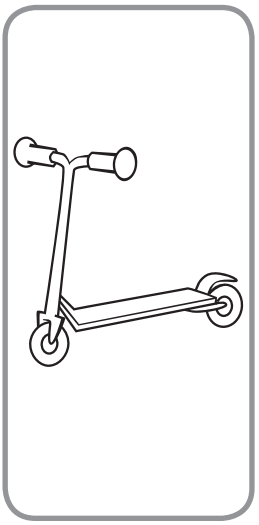
2 COUNT AND SAY.

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TOTAL ____ **/ 10**

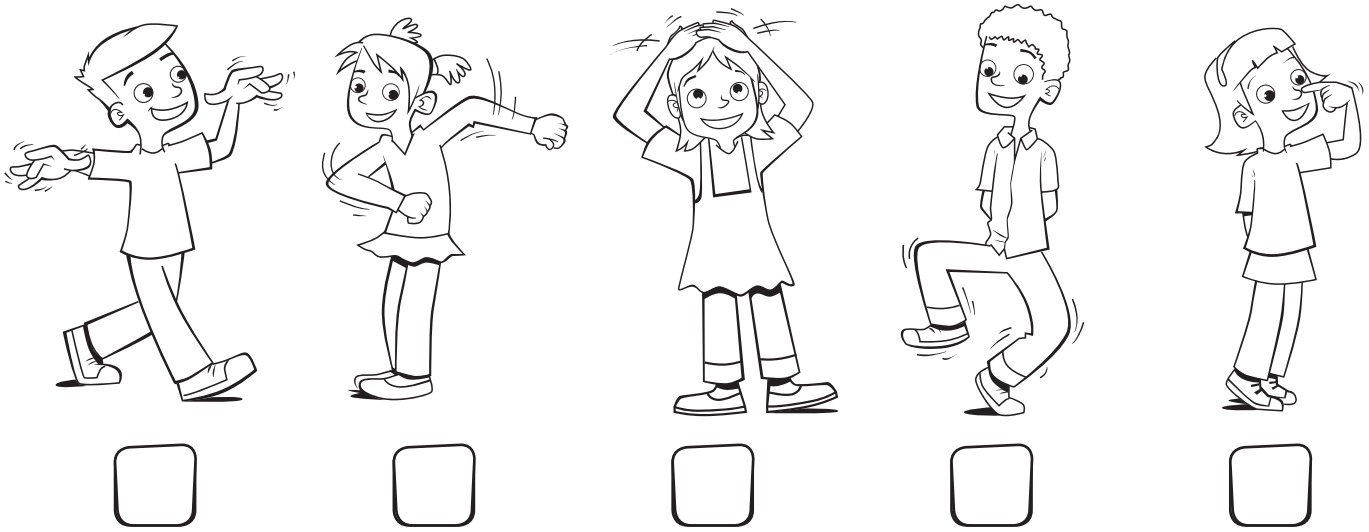
Blue

5 TEST

DATE: _____ CLASS: _____

NAME: _____

1 LISTEN AND NUMBER. 2.47



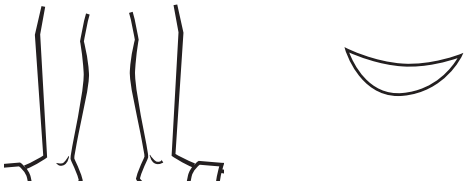
____ / 5

2 LISTEN AND CIRCLE. 2.48

1

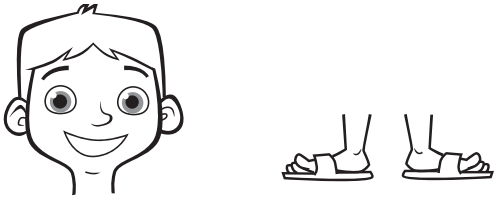
2

3



4

5



____ / 5

TOTAL ____ **/ 10**

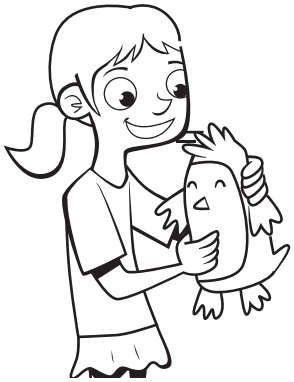
Blue

6 TEST

DATE: _____ CLASS: _____

NAME: _____

1 LISTEN AND COLOR. 2.49



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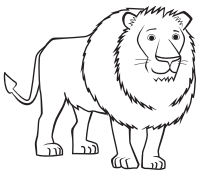
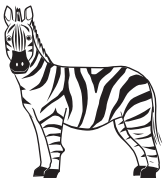
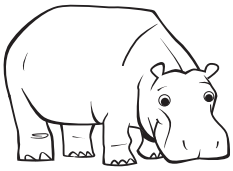
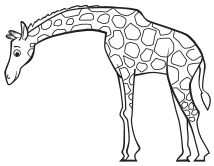
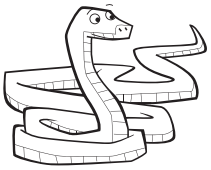
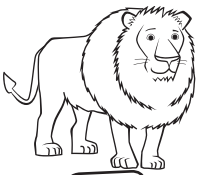
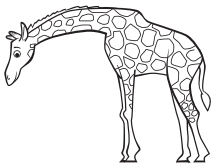
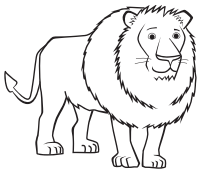
2 LISTEN AND MAKE A ✓. 2.50

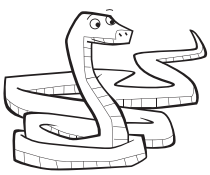
1 


2 

3 

4 


5 


6


____ / 6

TOTAL ____ / 10

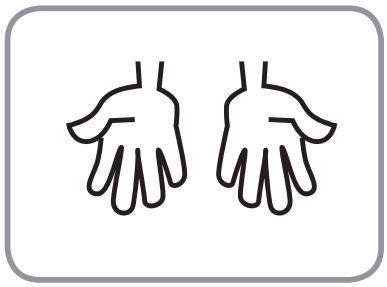
Blue

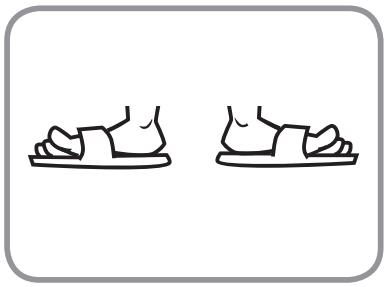
5–6 SPEAKING TEST

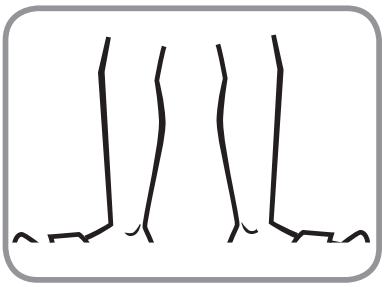
DATE: _____ CLASS: _____

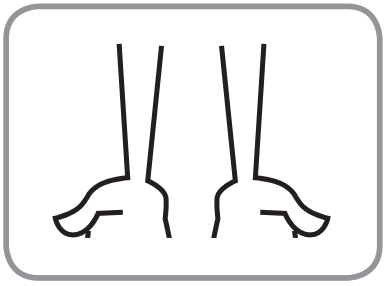
NAME: _____

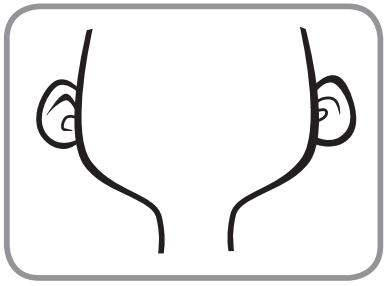
1 POINT AND SAY.

1 

2 

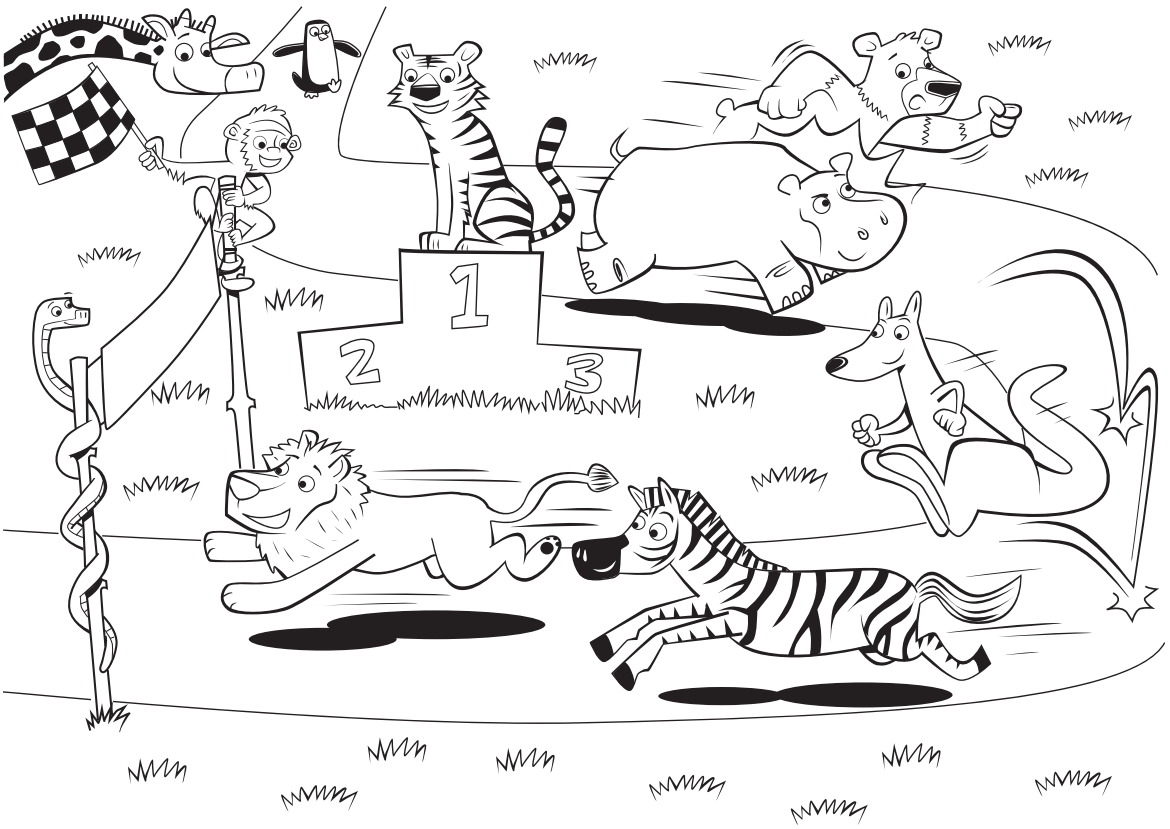
3 

4 

5 

____ / 5

2 FIND 5 ANIMALS. POINT AND SAY.



____ / 5

TOTAL ____ **/ 10**

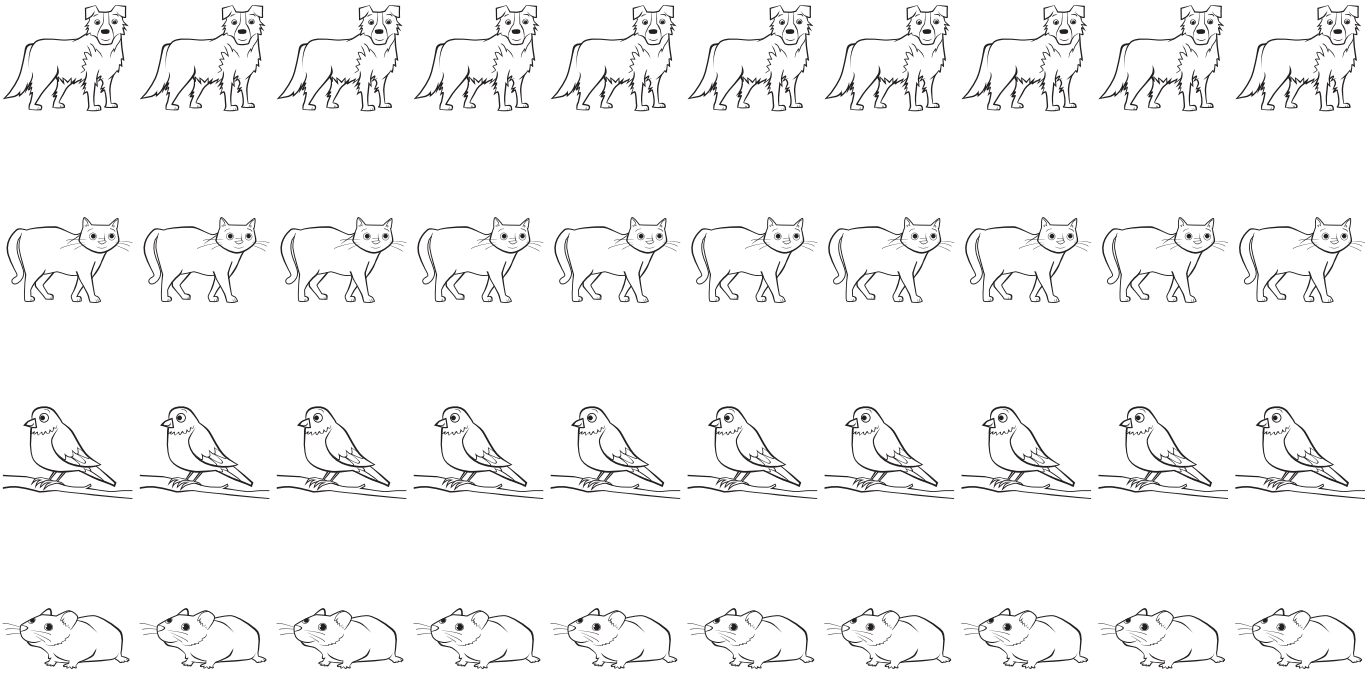
Blue

7 TEST

DATE: _____ CLASS: _____

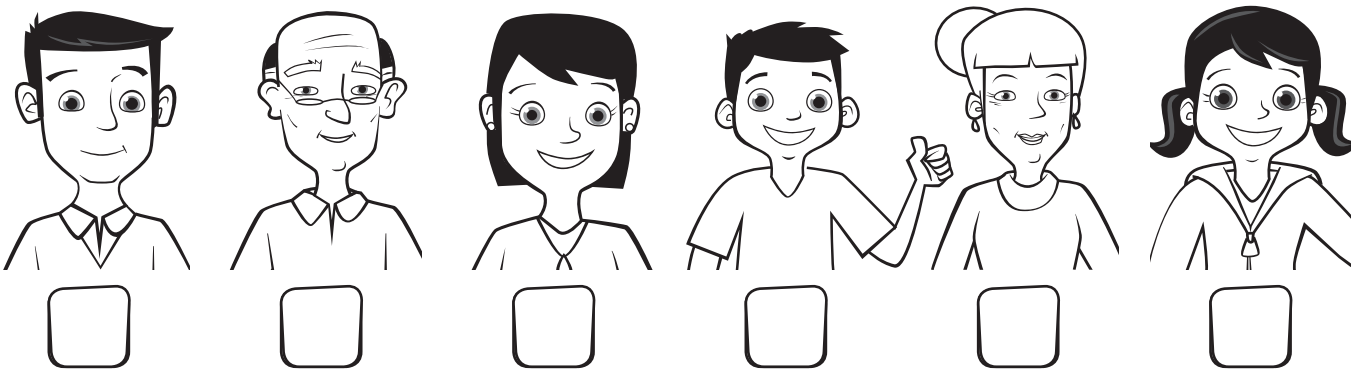
NAME: _____

1 LISTEN AND CIRCLE THE CORRECT NUMBER. 2.51



____ / 4

2 LISTEN AND NUMBER. 2.52



____ / 6

TOTAL ____ / 10

Blue

8 TEST

DATE: _____ CLASS: _____

NAME: _____

1 LISTEN AND MAKE A ✓ OR AN ✗. 2.53

1

2

3

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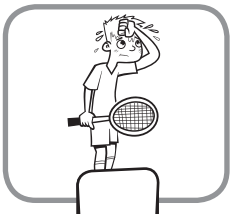
5

6

7 

8

____ / 4

2 LISTEN AND CIRCLE. 2.54

1

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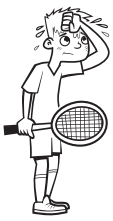
5 

6

____ / 6

TOTAL ____ / 10

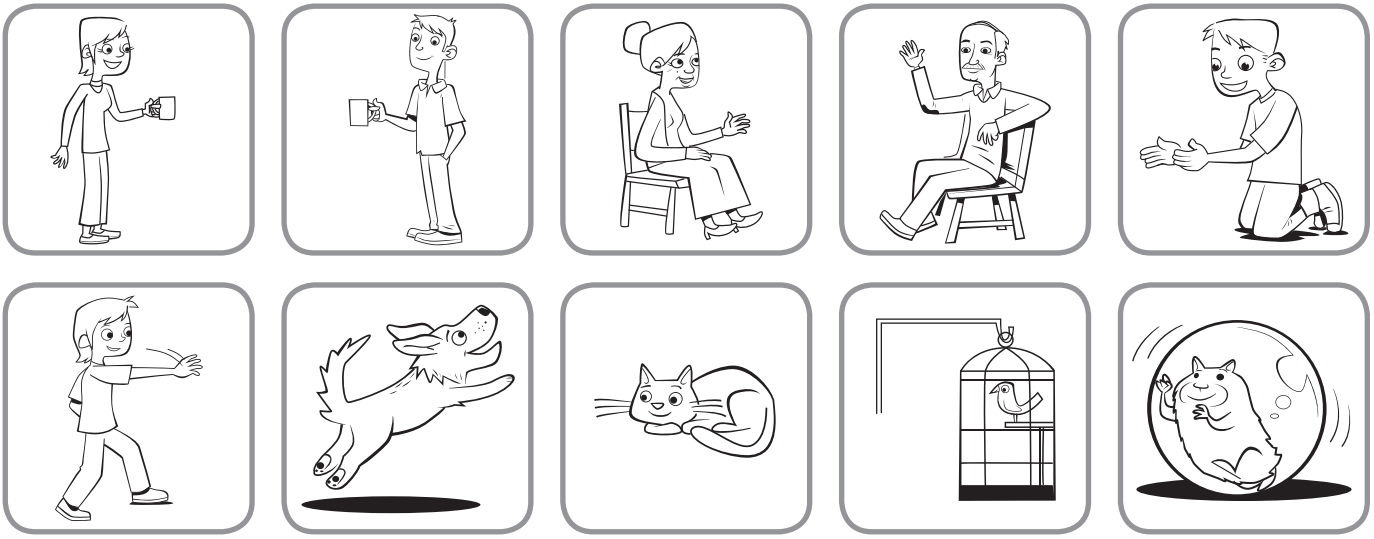
Blue

7–8 SPEAKING TEST

DATE: _____ CLASS: _____

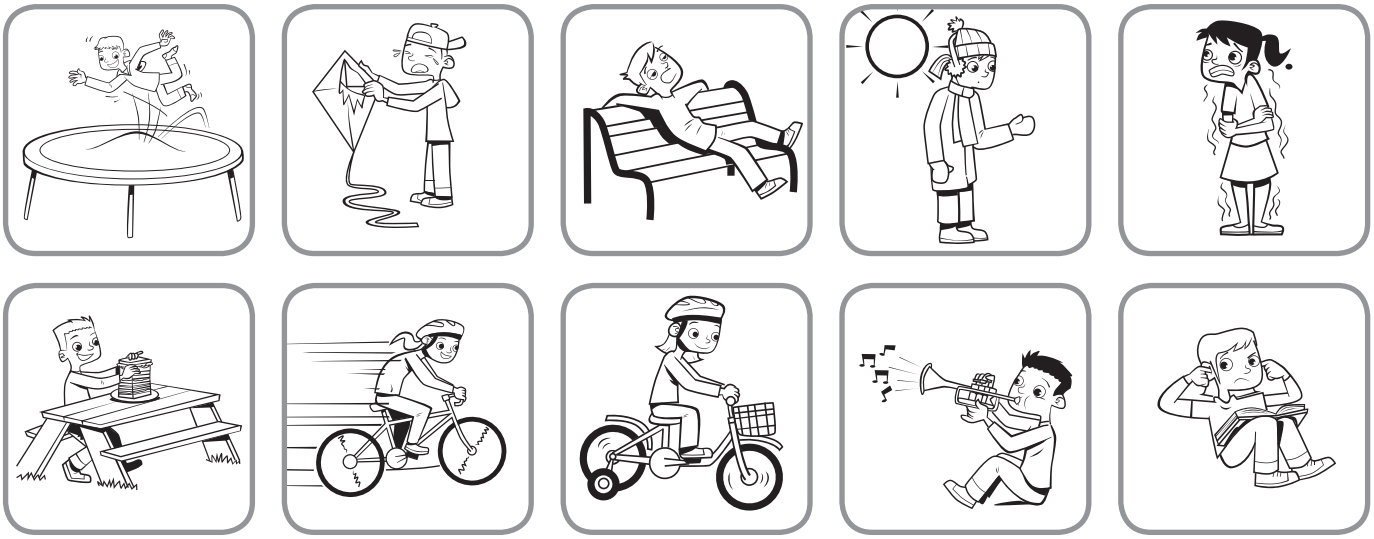
NAME: _____

1 SAY THE WORDS.



____ / 5

2 POINT AND SAY.



____ / 5

TOTAL ____ / 10

Blue

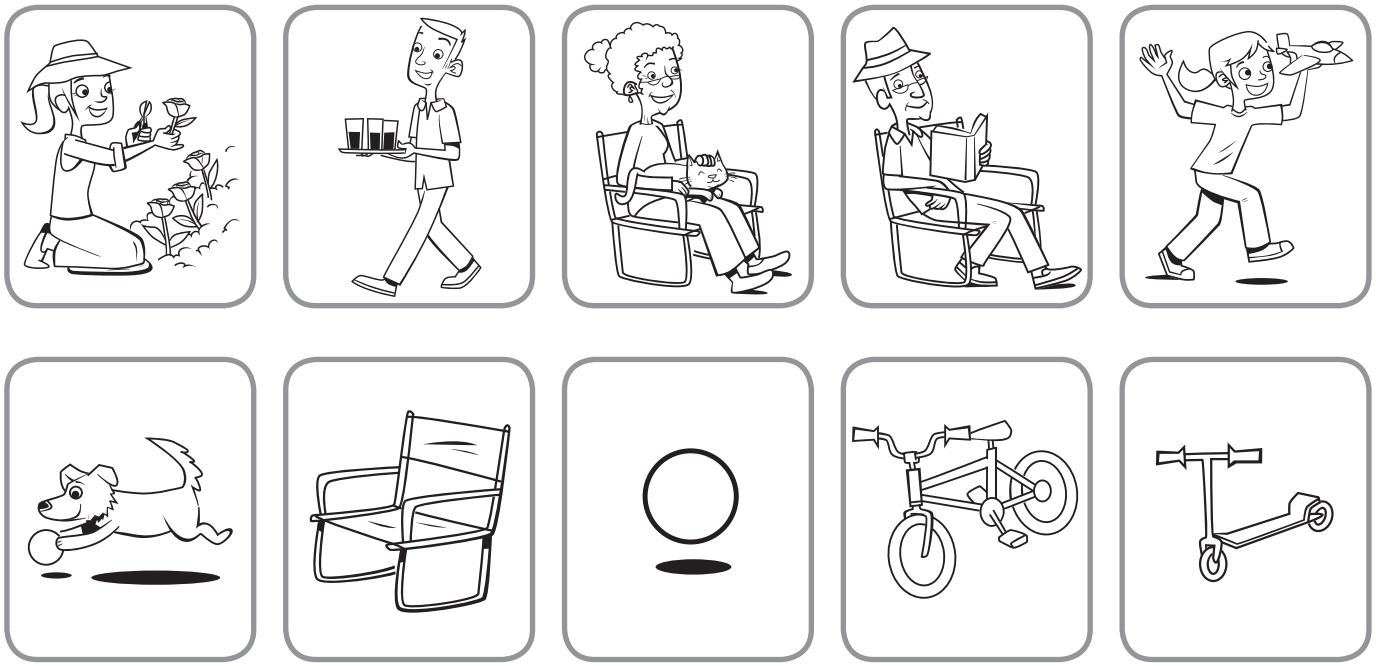
END-OF-YEAR TEST

SPEAKING

DATE: _____ CLASS: _____

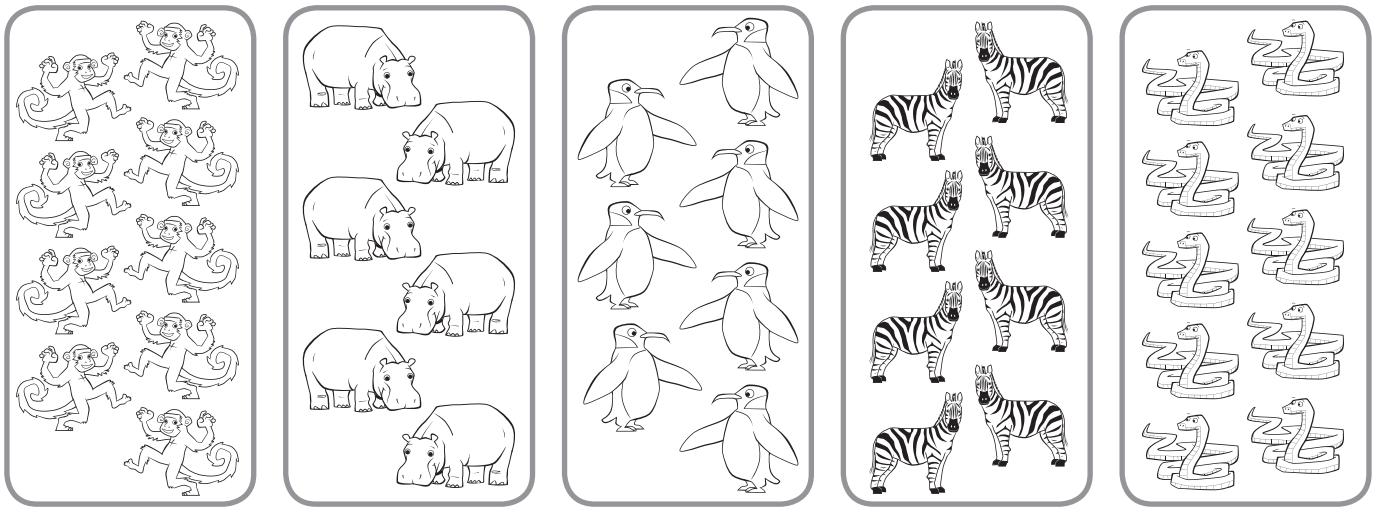
NAME: _____

1 SAY THE WORDS.



____ / 5

2 COUNT AND SAY.



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Blue

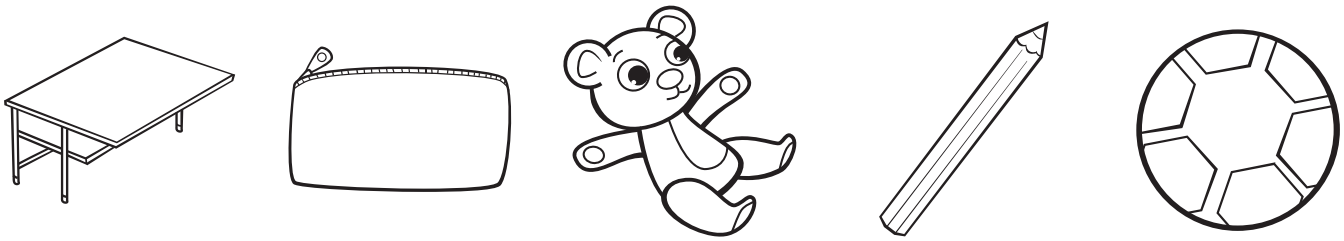
END-OF-YEAR TEST

SPEAKING

DATE: _____ CLASS: _____

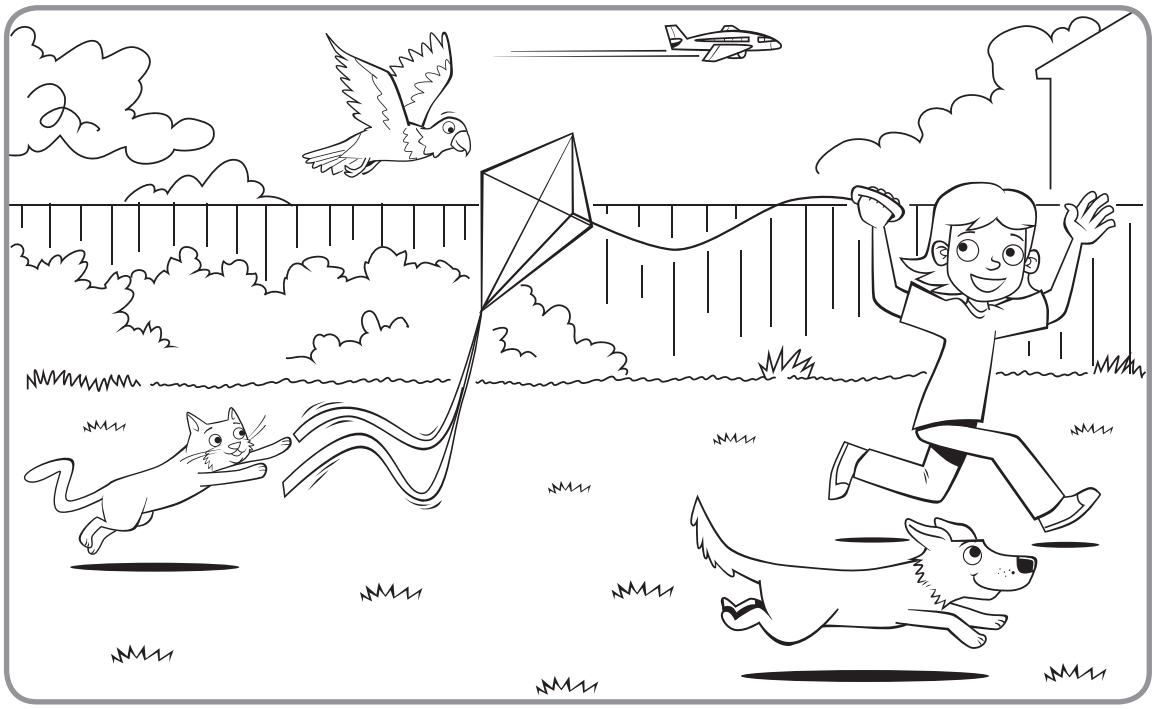
NAME: _____

3 TAKE THE COLORS FROM YOUR TEACHER. COLOR AND SAY.



____ / 5

4 FIND 5 THINGS AND 5 PARTS OF THE BODY. POINT AND SAY.



____ / 5

TOTAL ____ **/ 20**

Blue

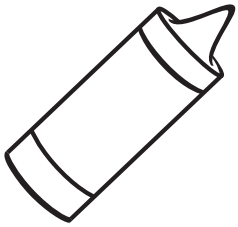
DATE: _____ CLASS: _____

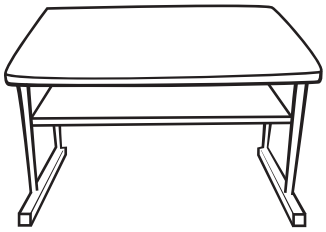
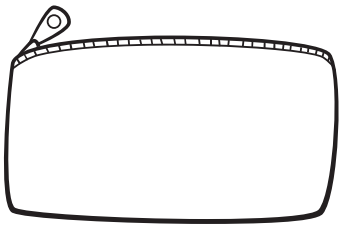
END-OF-YEAR TEST

LISTENING

NAME: _____

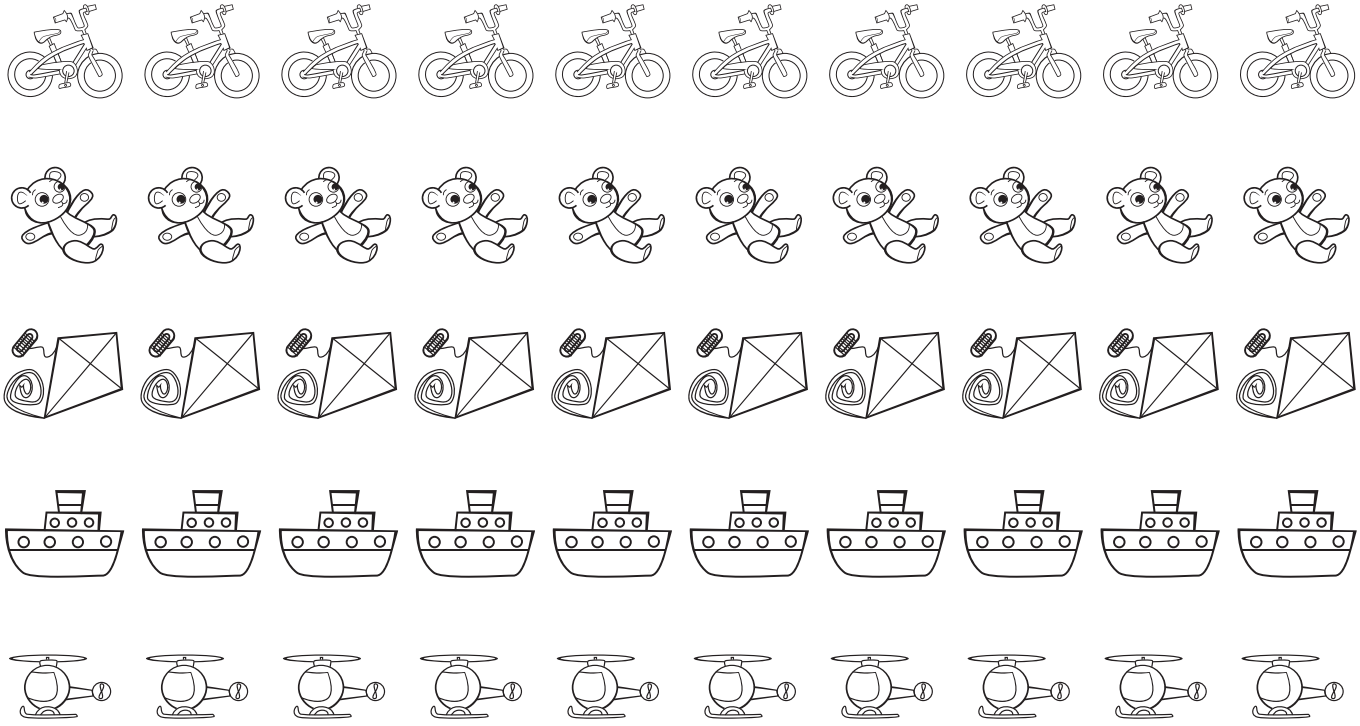
1 LISTEN AND COLOR. 2.55



____ / 5

2 LISTEN AND CIRCLE THE CORRECT NUMBER. COLOR. 2.56



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Blue

DATE: _____ CLASS: _____

END-OF-YEAR TEST

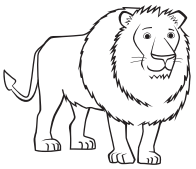
LISTENING

NAME: _____

3 LISTEN AND CIRCLE. 2.57

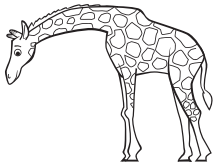
1

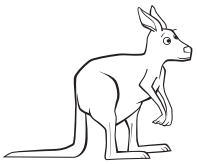
2



3

4





5

____ / 5

4 LISTEN AND MATCH. 2.58

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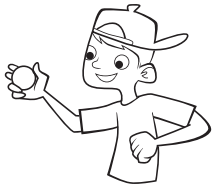

____ / 5

TOTAL ____ **/ 20**

Tests Transcripts

Unit 1

Transcript 2.39

1 **A:** What is it?
B: It's a chair.
2 **A:** What is it?
B: It's a pencil case.
3 **A:** What is it?
B: It's a backpack.
4 **A:** What is it?
B: It's a picture.
5 **A:** What is it?
B: It's a desk.
6 **A:** What is it?
B: It's a crayon.

Transcript 2.40

1 **A:** A book, please!
B: A book.
A: Thank you!
2 **A:** A pencil, please!
B: A pencil.
A: Thank you!
3 **A:** A ruler, please!
B: A ruler.
A: Thank you!
4 **A:** A pen, please!
B: A pen.
A: Thank you!

Unit 2

Transcript 2.41

1 **A:** What color is it?
B: It's blue!
2 **A:** What color is it?
B: It's orange!
3 **A:** What color is it?
B: It's brown!
4 **A:** What color is it?
B: It's green!

Transcript 2.42

Look! A desk. A desk. What color is it?
It's a desk. It's red.

Look! A chair. A chair. What color is it?
It's a chair. It's black.

Look! A book. A book. What color is it?
It's a book. It's pink.

Look! A backpack. A backpack. What color is it?
It's a backpack. It's yellow.

Look! A pencil case. A pencil case. What color is it?
It's a pencil case. It's purple.

Look! A ruler. A ruler. What color is it?
It's a ruler. It's gray.

Unit 3

Transcript 2.43

1 **A:** What is it?
B: It's a scooter!
2 **A:** What is it?
B: It's a helicopter!
3 **A:** What is it?
B: It's a doll!
4 **A:** What is it?
B: It's a bike!

Transcript 2.44

Look! What is it?
It's a train. It's a green train.

Look! What is it?
It's a ball. It's a yellow ball.

Look! What is it?
It's a teddy. It's a pink teddy.

Look! What is it?
It's a plane. It's a red plane.

Look! What is it?
It's a kite. It's a purple kite.

Look! What is it?
It's a boat. It's a blue boat.

Unit 4

Transcript 2.45

Four, four.
What color is it? It's red.

Ten, ten.
What color is it? It's blue.

Five, five.
What color is it? It's orange.

Two, two.
What color is it? It's green.

Transcript 2.46

Look! Teddies. How many teddies?
Five teddies.

Look! Books. How many books?
Seven books.

Look! Crayons. How many crayons?
Ten crayons.

Look! Dolls. How many dolls?
Eight dolls.

Look! Balls. How many balls?
Nine balls.

Look! Backpacks. How many backpacks?
Six backpacks.

Unit 5

Transcript 2.47

1 Shake your legs! Shake your legs!
2 Touch your nose! Touch your nose!
3 Shake your arms! Shake your arms!
4 Shake your fingers! Shake your fingers!
5 Touch your head! Touch your head!

Transcript 2.48

1 Hands, hands.
2 Eyes, eyes.
3 Mouth, mouth.
4 Ears, ears.
5 Feet, feet.

Unit 6

Transcript 2.49

A: Look! Toys! What's this?
B: This is a tiger. It's a yellow tiger!
A: Ooh! What's this?
B: This is a bear. It's a purple bear.
A: And what's this?
B: This is a kangaroo. It's a red kangaroo.
A: Hey! What's this?
B: This is a penguin. It's a blue penguin.

Transcript 2.50

1 **A:** Look! What's this?
B: This is a zebra.
2 **A:** What's this?
B: This is a hippo.
3 **A:** What's this?
B: This is a monkey.
4 **A:** What's this?
B: This is a lion.
5 **A:** What's this?
B: This is a giraffe.
6 **A:** What's this?
B: This is a snake.

Unit 7

Transcript 2.51

A: How many dogs? How many dogs?
B: Three dogs. One, two, three. Three dogs.
A: How many cats? How many cats?
B: Seven cats. One, two, three, four, five, six, seven. Seven cats.
A: How many birds? How many birds?
B: Eight birds. One, two, three, four, five, six, seven, eight. Eight birds.
A: How many hamsters? How many hamsters?
B: Five hamsters. One, two, three, four, five. Five hamsters.

Transcript 2.52

1 This is my mom. This is my mom.
2 This is my grandma. This is my grandma.
3 This is my brother. This is my brother.
4 This is my grandpa. This is my grandpa.
5 This is my sister. This is my sister.
6 This is my dad. This is my dad.

Unit 8

Transcript 2.53

This is my sister. She's noisy. This is my sister. She's quiet.
This is my grandma. She's slow. This is my grandma. She's fast.
This is my sister. She's happy. This is my sister. She's sad.
This is my brother. He's cold. This is my brother. He's hot.

Transcript 2.54

1 He's happy. He's happy.
2 She's hot. She's hot.
3 He's tired. He's tired.
4 She's noisy. She's noisy.
5 He's hungry. He's hungry.
6 She's cold. She's cold.

End-of-year test

Transcript 2.55

A: Look! A crayon. What color is it?
B: It's blue. It's a blue crayon.
A: Look! A backpack. What color is it?
B: It's yellow. It's a yellow backpack.
A: Look! A desk. What color is it?
B: It's red. It's a red desk.
A: Look! A pencil case. What color is it?
B: It's pink. It's a pink pencil case.
A: Look! A chair. What color is it?
B: It's green. It's a green chair.

Transcript 2.56

Bikes. How many bikes?
Five bikes. Five blue bikes.
Teddies. How many teddies?
Seven teddies. Seven brown teddies.
Kites. How many kites?
Four kites. Four yellow kites.
Boats. How many boats?
Six boats. Six orange boats.
Helicopters. How many helicopters?
Three helicopters. Three red helicopters.

Transcript 2.57

1 Touch your ears! Touch your ears!
2 What is it? This is a tiger!
3 Shake your hands! Shake your hands!
4 What is it? This is a kangaroo!
5 Touch your nose! Touch your nose!

Transcript 2.58

1 **A:** Who's this?
B: This is my dad. He's hot.
2 **A:** Who's this?
B: This is my grandpa. He's tired.
3 **A:** Who's this?
B: This is my mom. She's happy.
4 **A:** Who's this?
B: This is my dog. He's hungry.
5 **A:** Who's this?
B: This is my brother. He's sad.